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ABSTRACT

The manual of role descriptions, flow charts, and sample forms are presented to assist New Mexico education agencies implement special education. Sections cover the following areas: roles and responsibilities, identification of exceptional children and youth, educational appraisal and review committee, special education process, nonbiased assessment, procedural safeguards, program operation, transportation, inservice training, public relations, and program evaluation. Information on resource agencies, a publishers index, record sheets and forms, and a bibliography are also provided. Various checklists and self evaluation forms make up much of the document. Among the materials included are the following: an outline of the roles and responsibilities of parents, principal, teachers, educational diagnosticians, and other specialists/administrators; referral and screening guidelines; questions to ask before testing a child, writing the report, consulting and participating with other individualized education program team members; administrator guidelines regarding confidentiality of records; and a training syllabus for regular education teachers and administrators. (SB)

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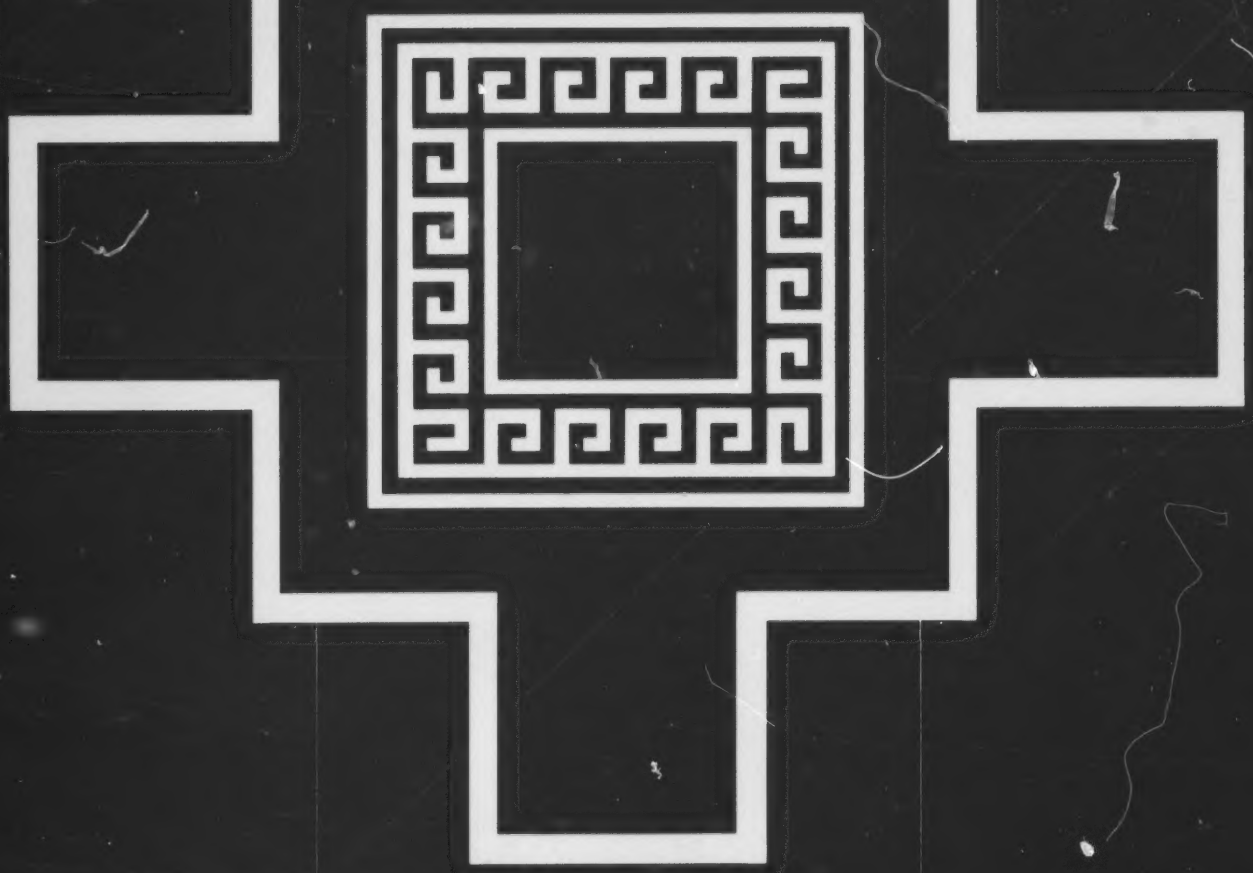

Manual of Sample Procedures for the Implementation of Special Education

State Department of Education
Santa Fe
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June, 1979

EC 133570

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Manual of Sample Procedures for

the Implementation of Special Education

This document is under continuous revision. Any changes or modifications will be provided the educational agencies serving New Mexico's exceptional children.

MANUAL OF SAMPLE PROCEDURES FOR

THE IMPLEMENTATION OF SPECIAL EDUCATION

June 1979

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PREFACE

This manual of sample procedures is in reponse to the myriad of technical assistance requests received by the Division of Special Education for "how-to" information. The enclosed information is compiled from numerous sources to assist education agencies implement special education. Role descriptions, flow-charts, and sample forms are presented to stimulate the ideas of the local education staff; they are not presented as the last word or ideal.

No doubt your agency has developed procedures of forms which you feel are exemplary. The Division of Special Education would appreciate receiving copies so that we might share samples of best practices with other educational agencies. Only through such a cooperative effort will we meet the needs of New Mexico's exceptional children.

Elie S. Gutierrez, Director
Division of Special Education
State Department of Education

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Roles and Responsibilities

What role do you play?

With every role comes responsibilities,
With every role comes special abilities.
Parent? Teacher? Diagnostician?
Here are some samples to help with
your decision.

"What am I supposed to be doing?"

Have you ever asked yourself that question? The following information is compiled to assist in defining your role and responsibilities as a member of the Special Education team.

The sample roles and responsibilities presented are general descriptions and must be altered by each district to meet the unique needs of that particular district. Such factors as size of district, organizational structure and personnel competencies will need to be considered.

Roles

and

Responsibilities

Worksheet

Are the roles and responsibilities of those involved with Special Education defined?

Yes ☐ No ☐

Are the roles and responsibilities in print and distributed to the appropriate personnel?

Yes ☐ No ☐
(right on)

Are the roles and responsibilities updated annually to keep job descriptions current?

Yes ☐ No ☐ Some ☐

Which roles are currently defined in print?

	Yes	No
Parent	☐	☐
Principal	☐	☐
Regular Classroom Teacher	☐	☐
Educational Diagnostician	☐	☐
Special Education Teacher	☐	☐
Speech/Language Pathologist	☐	☐
Therapists	☐	☐
Audiologist	☐	☐
Social Worker	☐	☐
Nurse	☐	☐
Counselor	☐	☐
Director/Coordinator of Special Education	☐	☐
Director of Instruction	☐	☐
Superintendent	☐	☐

Is the responsibility to write the above role descriptions assigned? No ☐ ?

SAMPLE ROLES AND RESPONSIBILITIES

PARENTS

Parents should be responsible to participate in making special education decisions about their child. Their responsibilities are to:

- -provide case history and language dominance information;
- -give signed, informed consent prior to evaluation of their child;
- -provide consent for transfer of child data from other agencies;
- -participate with members of the Educational Appraisal and Review Committee (EARC) or the IEP committee in writing an individualized education program for their child;
- -give signed, informed consent prior to placement of their child in a special education program.

PRINCIPAL

The major role of the principal is to provide building leadership in evaluation of student needs, program development and management of special education programs for exceptional students. Responsibilities are to:

- -participate in determining services needed and development of individual programs for exceptional students in assigned schools;
- -provide information and assistance to parents by parent conferences;
- -secure informed permission for testing and placement;
- -track progress of students through the referral and placement process;
- -serve on Educational Appraisal and Review Committees;
- -observe and evaluate staff and supportive personnel;
- -evaluate program.

REGULAR CLASSROOM TEACHER

The regular classroom teacher will be the most frequent referral source for identifying developmental needs of students. The teacher's responsibilities are to:

- -screen, identify and refer students for possible evaluation;
- -participate in training programs to develop awareness and knowledge of developmental needs of exceptional students;
- -assist in parent conferences to discuss reasons for the referral, purpose of evaluation, and evaluation results;
- -serve on the Educational Appraisal and Review Committee, when appropriate;

-assist in the development of an individualized education plan for a student participating in regular program;
-consult with the special education teacher regarding student progress.

EDUCATIONAL DIAGNOSTICIAN

The educational diagnostician's responsibilities are to:

-identify the learning needs of students referred for evaluation for possible special education placement;
-administer psychological and/or educational evaluations which meet requirements of the New Mexico Special Education Regulations for each exceptionality and/or to request referrals to other agencies;
-coordinate the diagnosis of suspected language disordered students with the speech and language pathologist;
-evaluate, interpret and integrate all available psychological health, social and educational data;
-develop a comprehensive written report, including an education prescription(s), based on the evaluation data;
-participate on the Educational Appraisal and Review Committee;
-participate in preparing and updating an individualized educational program for each exceptional student;
-participate in parent conferences, teacher conferences and inservice training when appropriate;
-maintain competency level as new diagnostic procedures become available;
-secure use of interpreter when native language of the student is different from the languages used by the diagnostician;
-make data and written reports available to special education administrators or other personnel responsible for appropriate programming, placement and follow-up.

SPECIAL EDUCATION TEACHER

The special education teacher's responsibilities are to:

-develop, supervise and implement the program of study for each exceptional student as identified by the Educational Appraisal and Review Committee, and specified in each student's individualized education program;
-provide instruction;
-serve as a member of the Educational Appraisal and Review Committee;
-evaluate and document student progress;
-communicate with parents about student progress;
-communicate with teachers and principal about student progress;
-secure opportunities for exceptional students to participate in regular classroom activities when appropriate;
-inform and involve principal in the educational program for the special education class;

-participate in inservice training programs;
-participate in review of service needs and development of proposals for serving exceptional students;
-follow progress of students integrated into regular programs and provide assistance where needed.

SPEECH/LANGUAGE PATHOLOGIST

The responsibilities of the speech/language pathologist are to:

-identify the speech and language needs of students referred for evaluation for possible communication disorders;
-administer articulation, voice, fluency and language assessments which meet the requirements of the New Mexico Special Education Regulations and request information from or refer students to other agencies;
-coordinate diagnosis of suspected language disordered students with the educational diagnostician;
-evaluate, interpret and integrate all assessment data;
-develop a comprehensive written report, including a program prescription, based upon the evaluation data;
-participate on the Educational Appraisal and Review Committee;
-participate and/or prepare the individualized education (therapy) program;
-participate in parent conferences, teacher conferences and inservice training when appropriate;
-provide direct services to students with primary or secondary communcation disorders;
-evaluate and document student progress;
-communicate with parents and teachers about student progress;
-make data and written reports available to special education administrator responsible for appropriate programming, placement and follow-up.

THERAPISTS (OCCUPATIONAL AND PHYSICAL)

The responsibilities of the occupational and physical therapists are to:

-evaluate children referred for gross motor, fine motor or perceptual motor problems;
-serve on the Educational Appraisal and Review Committee;
-help develop individualized education programs for students receiving occupational or physical therapy;
-provide direct or supportive services as indicated on student's individualized education program;
-provide guidance on classroom adaptations needed by students to other involved professionals as appropriate;
-evaluate and document student progress;
-participate in parent conferences, teacher conferences and inservice training when appropriate;

-make data and written reports available to special education administrators or other personnel responsible for appropriate programming, placement and follow-up.

AUDIOLOGIST

The audiologist's responsibilities are to:

-provide audiological evaluations of children failing hearing screening tests;
-participate in informal and formal evaluations of severely multiply disabled children;
-participate in the Educational Appraisal and Review Committee;
-assist with the development of the individualized education program for children with hearing impairments;
-direct the fitting of and training about sound amplification equipment;
-provide ongoing follow-up consultation to teachers and other educational personnel;
-participate in parent conferences, teacher conferences and inservice training when appropriate;
-make data and written reports available to special education administrators and other personnel responsible for appropriate programming, placement and follow-up.

SOCIAL WORKER

The responsibilities of the social worker are to:

-serve as home-school liaison;
-collect case and family histories;
-conduct consultations and parent training;
-participate in Educational Appraisal and Review Committee;
-serve as family-other agency liaison;
-make data and written reports available to special education administrator responsible for appropriate programming, placement and follow-up.

NURSE

The responsibilities of the nurse are to:

-conduct general hearing, vision and health screening of all children;
-refer students who fail any part of the screening;
-readminister vision and hearing screening on all special education referrals;
-serve on the Educational Appraisal and Review Committee;
-provide medical data to the committee commensurate with the nurse's professional training;
-provide contacts for additional medical evaluations when necessary.

COUNSELOR

The responsibilities of the counselor are to:

- -screen, identify and refer students for possible evaluation;
- -serve on the Educational Appraisal and Review Committee;
- -serve on the individualized education program committee regarding regular class integration;
- -provide guidance services for the exceptional student;
- -make data and written reports available to administrators or other personnel responsible for appropriate programming, placement or follow-up.

DIRECTOR/COORDINATOR OF SPECIAL EDUCATION

The responsibilities of the director are to:

- -coordinate staff in establishing guidelines and procedures appropriate for both program and case management;
- -participate in the selection, supervision and dismissal of special education staff members;
- -coordinate the referral and diagnostic process;
- -supervise the program elements of special education classrooms;
- -prepare program requests and budgets to secure needed staff, ancillary personnel, materials, equipment and facilities;
- -coordinate the internal evaluation of the school district special education programs;
- -compile the necessary reports required by the local district and the State Department of Education;
- -oversee the maintenance and confidentiality of student files;
- -coordinate inservice training for staff;
- -participate in transportation needs of special students;
- -coordinate the development of long-range full-service goals;
- -insure that an appropriate individualized education program is designed for each exceptional student.

DIRECTOR OF INSTRUCTION

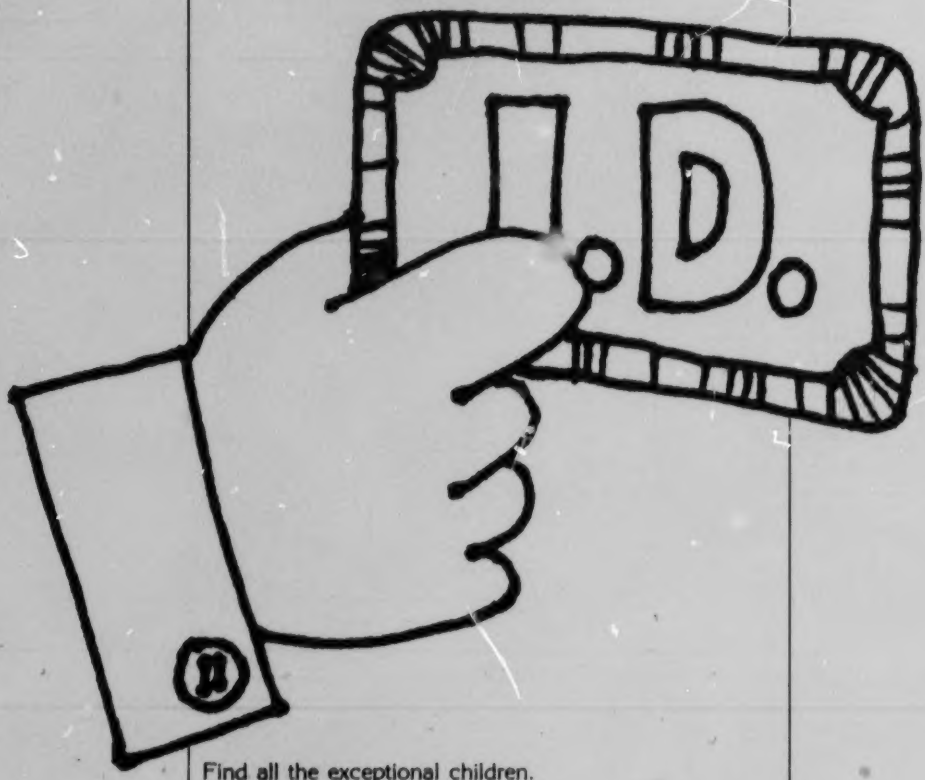
The responsibilities of the director of instruction are to:

- -coordinate the special education program with the regular instructional program;
- -carry out the activities of the director/coordinator of special education in the absence of that position.

SUPERINTENDENT

The role of the superintendent varies directly in relation to the size of the district. The superintendent may assume the responsibilities of director of instruction or of director of special education in the absence of such positions. Ultimately the superintendent is responsible to the local board of education for the special education program in the district.

Identification of Exceptional Children and Youth



Find all the exceptional children.
Find them in-school and out.
Find the youths who need service,
Give them something to shout about!

Every school-aged person in New Mexico has the right to a public education. Each district must have an ongoing program to locate children and youth who are not enrolled, and take the initiative in identifying students in regular programs who should be receiving special education.

IDENTIFICATION

WORKSHEET

1. Do you know what your school's responsibilities are regarding the location and identification of handicapped children and youth?

Yes ☐ No ☐

Good!

2. How about the ages of the persons that must be located?

Yes ☐ No ☐

3. Do you have routine screening/referral activities underway in your building?

Yes ☐ No ☐

4. Circle the number of activities your school has implemented to find out-of-school handicapped children or youths.

1 2 3 4 5 6 7 8 9 10 11 12

(Oh, no!) (You're getting warm. . .) (Keep up the good work!)

5. Do you need a little help with the local media (newspaper, radio or TV station)???

No ☐ Yes ☐

(See the samples and ideas in this section!)

IDENTIFICATION OF EXCEPTIONAL CHILDREN AND YOUTH

The New Mexico Constitution calls for the establishment and maintenance of a uniform system of free public schools open to all school-aged children. Explicit in this statement is the right for all school-aged exceptional children to a free public education. Before these exceptional students can be provided an appropriate public education, however, they must be located if they are out of school, and they must be identified as needing special education if they are in regular programs.

Identification of Students out of School: Each district in New Mexico when submitting its Special Education Report (SDE 507-78) certifies that it has an active referral system for the location and identification of exceptional children. How does a district go about locating school-aged exceptional children who may not be receiving services? Tell EVERYONE that all school-aged individuals are to be served by the public schools:

-District newsletter: ask school patrons for their help in providing information on school-aged exceptional persons who are not receiving services; highlight an exceptional student's progress (with parent permission to use the student's name, photograph, etc.); report on a field trip taken by exceptional students; give some anonymous case studies (in which the individuals will not be personally identifiable) on exceptional students who are working in the mainstream because of what they learned in special education. Get the Child Find message in every issue of the newsletter!

-Flyers: seek the cooperation of grocery stores to put a Child Find flyer in every order of groceries; put a small stack of flyers in every doctor's office; see if the local banks or utility companies will enclose a flyer in each statement mailed out one month per year; arrange for a Boy or Girl Scout troop to earn a Merit Badge by delivering a flyer to every home in the district; have the school census worker deliver a flyer to each home where the census is taken; give a few flyers to the salesperson for Avon, Fuller Brush, Jewel Tea, or anyone else who regularly calls on a lot of customers--if nothing else, this should get people talking about Child Find.

-Posters: think of all the public places where you've ever seen a poster, and get permission to hang one yourself; don't forget the feed stores, gardening centers, saddle shops (try to think of all the places people from rural areas go when they're in town); how about restrooms at the local filling stations; churches--and while you're there, give the church leader a few flyers and ask if there are any exceptional individuals in the congregation who are not now in school; put an ad in the personals column of the local newspaper requesting places to hang Child Find posters; hang a poster in each liquor store.

-News releases: prepare a story on Child Find and take it to the local newspaper; if you are worried about whether or not you have someone who can write "newspaper style," call and see if a reporter could prepare a story (this <u>is</u> news because most people assume all school-aged children are in school).

-Radio public service announcements: did you know that Child Find ads are a public service, and that <u>every</u> radio station has to broadcast some public service announcements--at no charge? See the sample spots at the end of this section.

-Television public service announcements: TV stations, too, are obligated to run at least so many public service announcements;a sample idea on Child Find advertising is in the back of this section.

-Kindergarten roundup: include information on public announcements that handicapped children are not excluded but are INCLUDED in pre-enrollment for kindergarten and Head Start. See sample announcement in back of this section.

-Speaker's bureau: you or some other dynamic speaker could prepare a short informative talk on Child Find and be prepared for questions and answers; let the service clubs in your area (Lions, Jaycees, Rotary, etc.) know that you are available with a short presentation ready; keep a separate date book for all the requests you'll have to speak! (You'll be amazed at how many people you know will want to ask you questions because they have an exceptional niece, neighbor, cousin, etc. Even if no one asks questions right then, your phone will be ringing later if you're sure to leave your number.)

Identification of Students in School

Regular classroom teachers, counselors and nurses, are the primary referral source of exceptional students whose special needs have not yet been identified. An annual procedure where these individuals are requested to refer students they suspect of needing special education will help assure that exceptional children who are failing in regular classes get the help they need. Sample forms for teacher screening are included in the Records section, pp. 14-12 through 14-18.

SAMPLE RADIO PUBLIC SERVICE ANNOUNCEMENTS

FOR BROADCAST AT WILL

30 seconds

A campaign is underway in the _____ School District to locate every handicapped child of school age who is not now in school. By law, every child with a handicapping condition--mental, physical or emotional--has the right to free special educational help. Free screenings are now being given by the _____ School in _____. Parents can have their child's development checked in less than an hour. For free tests call xxx-xxxx.

20 seconds

If you think your child has a handicapping problem--physical, mental or emotional--_____ District wants you to know that special education can help. Special education is free by law. You can also have your child's development checked free, at the _____ School in _____. Call xxx-xxxx for information.

10 seconds

Every school-aged handicapped child can get special, free education. Call the _____ School for free screening and referral, xxx-xxxx.

SAMPLE TV PUBLIC SERVICE ANNOUNCEMENT

FOR BROADCAST AT WILL

PUBLIC SERVICE ANNOUNCEMENT--20 seconds

Video	Audio
Child Find Poster	Handicapped school-aged individuals can now get special, free education. _____ School in _____ is offering free screening tests so parents can have their child's development checked for physical, mental or emotional handicapping conditions.
Logo and phone numbers	Call the _____ local education district (xxx) xxx-xxxx.

SAMPLE PRINT MEDIA ANNOUNCEMENT

"Pre-Enrollment for Kindergarten and Head Start _____"
date

The _____ schools will be hosting pre-enrollment days at every elementary school in the _____ district on Monday _____ and Wednesday _____ from 8:00 a.m. to 3:00 p.m. Parents are to bring birth or baptismal certificates and immunization records with them. Pre-enrollment is for all age-eligible students and parents of handicapped children are urged to participate in the pre-enrollment activity. For more information contact_____.

E A & R Committee

The E A & R Committee is an influential crew.
Each and every member has an important job to do.
When the meeting's over and the committee's
played its role
The wisdom of each member is reflected in the whole.

This is "where the action is!"

The function of the Educational Appraisal and Review Committee is one of the most important segments of the Special Education program. This section discusses its duties and presents examples of "how to" carry out those duties.

Whether your district has one E A and R committee or five—the more aware each member is of the special education regulations, the more accountably the committee can meet its responsibility.

THE EDUCATIONAL APPRAISAL AND REVIEW COMMITTEE(S)

WORKSHEET

Do you currently have an Educational Appraisal and Review Committee(s) functioning in your district?

Yes ○ No ○
(no maybe here)

Does your Educational Appraisal and Review Committee function smoothly?

Yes ○ No ○
(HOW WONDERFUL!!!)

Are exceptionality determinations and placement recommendations stated in writing on the EA and R Committee report form?

Yes ○ No ○

Is each exceptional student's IEP and placement in a special program reviewed annually?

Yes ○ No ○
(Sorry, no maybe here, either)

If the answer to any of the above was No, continue---
Will you be able to establish an effective Educational Appraisal and Review Committee for your district?

Yes ○ Yes ○ Yes ○

O.K. Can you delegate someone else to establish the committee for you?

Yes ○ No ○
(HAVE FUN!)

THE EDUCATIONAL APPRAISAL AND REVIEW COMMITTEE

What is it?

The Educational Appraisal and Review Committee (EA and R Committee) is a flexible committee composed of no fewer than four individuals directly involved with providing educational and health services to the student, as well as individuals knowledgeable in diagnosis and program planning for the particular suspected disability. (One professional, who serves on the EA and R Committee when the suspected disability is learning disabilities, for example, might be replaced by another professional who understands the diagnostic procedures and programming needs for mentally retarded individuals when that is the suspected disability.) It is recommended that staff members acquainted with the needs of the linguistically different child serve on the committee.

What does it do?

EA and R Committee members:

Are responsible for assuring that all appropriate placement criteria are met for determining the eligibility category of exceptionality and program justification;

Summarize in writing the justifications for the committee's recommendations regarding determination of exceptionality and placement recommended;

Review, at least annually, the progress of students enrolled in special education programs;

Make annual written recommendations regarding the student's program continuation, termination, or modifications in accordance with the student's needs.

Special Education Process

The Steps in the process are clear,
Step One, Step Two, et cetera.
So move right along without fear.
Step Three, Step Four, et cetera.
You'll find the pattern is here
For growth and progress, et cetera, et cetera.

When a child or youth enters the special education process, certain orderly steps must be followed. The steps are outlined in this section; samples of forms to be completed during the process are included in a later section.

SPECIAL EDUCATION PROCESS WORKSHEET

1. Do all students in special education in your school go through a consistent, documented process from referral to annual review?

Yes ☐ No ☐

2. Do you know the steps in the process where informed, signed parental permission is required?

Yes ☐ No ☐

(Better check this one out in a hurry!)

3. Do you know the next step when a child who has been referred is found to be ineligible for special education?

Yes ☐ No ☐

4. Do you know when in the process the child must be observed?

Yes ☐ No ☐

5. Do you know which children--in which categories--must be observed?

Yes ☐ No ☐

6. If your school were monitored today, would pupil records show that the process has been followed for all students receiving special education?

Yes ☐ No ☐

SPECIAL EDUCATION PROCESS

1. REFERRAL AND SCREENING

Initial Referral: The initial referral of a student for possible special education services may be made by persons in different situations. The classroom teacher will probably be the most frequent referral source, but parents, personnel from other agencies, etc., may also refer a student. The referral should include a statement of the specific reasons for concern about the child or youth. The referral statement, signed by the person making the referral, becomes part of the information file to be developed for that student.

Receipt of Referral: The referral statement should be given to the school administrator responsible or to another designated professional. Depending on the particular staffing pattern of the district, this might be the building principal, a counselor, the coordinator of special education, or another professional.

Observation of the Student: The purpose of student observation is to obtain direct information on the student's behavior relative to the stated reasons for referral. This may include observing the student in the classroom and on the playground, informal conversation with the student, review of classroom work, and the like. The person who received the referral should observe the student; however, the teacher or other professionals may be involved. Observation reports are required on all candidates for special education.

Review of Records: All available information on the student should be reviewed. This should include health records, standardized test results, grade records, attendance records, etc. A summary abstract of relevant information should be developed from the information, and a case history completed which includes educational, family, medical, and language dominance information. (Some of the latter information may be obtained in the parent conference for permission to test.)

Hearing and Vision Screening: Though screening tests may have been administered during the current school year, tests are to be readministered at the time of referral to detect rapid degeneration of hearing or vision.

Vision: Vision screening should be designed to detect difficulties of refraction (including near and far vision acuity), binocular function and color discrimination. Recommended screening tests are: for visual acuity, Snellen chart, machine screening (Keystone, Massachusetts, etc.); for near vision: Jaeger near-point vision test, Sloan

reading cards; and for color discrimination, pseudo-isochromatic plates (Dvorine, Ishehara). Deaf children need to be screened for Usher's Syndrome, a genetic condition which causes blindness in deaf individuals. For more information contact the SDE, Division of Special Education.

Failure: If some type of uncorrected visual problem is evident, e.g., nearsightedness (20/40 or worse), far-sightedness, difficulties in binocular focus or tracking, etc., the student should be referred to an eye specialist for further evaluation. An eye specialist's report is required for the visually impaired. Outside evaluations require parent consent.

Hearing: A pure tone audiometric assessment should be conducted of at least the frequencies in the speech range (400-6000 Hz). Impedance audiometry as a preventive diagnostic measure is encouraged.

Failure: If a loss of 20 dB or more at one or more frequencies is observed in the better ear and current medical and/or audiometric assistance is not taking place, the student should be referred to an audiologist and an ear specialist when a loss is verified. An otological report and full audiological assessment are required for special education placement for the hearing impaired.

The educational agency is responsible for acquiring all placement data; if necessary, the district assumes the cost of an outside evaluation. Outside evaluations require parent consent.

Preliminary Review: At this point, the information obtained from the referral statement, student observation, review of records, and the case history should be integrated and evaluated. A decision should then be made whether or not to initiate special education diagnosis.

Referral Not Verified: If the reasons given for referral are not verified by student observation and review of the records, the diagnostic process should not be initiated. Consideration should be given to continuing teacher consultation (if the teacher referred the student), or referral of the student to other special services (e.g., bilingual education, remedial reading, etc.).

Referral Verified: If the referral is verified, diagnosis should be initiated.

2. PARENT CONFERENCE

A meeting with the student's parents or legal guardian is held to obtain informed consent for testing. The meeting is to be conducted in the language of preference of the parents or guardian, using an interpreter if necessary. The purpose of the conference

is to review the reasons for the student's referral; to explain the program placement process--and the formal student evaluation in particular; to explain procedural safeguards, taking care that the parent or guardian understands the nature of the evaluation procedures; and to obtain case history information. Written permission should also be obtained from the parent or guardian to obtain information on the child or youth from ancillary agencies which have been involved in the past.

Informed parent consent means the parents or guardian are informed of their rights to:

--review all records related to the referral for evaluation;
--review the procedure and instruments used in the evaluation;
--obtain an impartial due process hearing (if the parents refuse to permit the evaluation of their child, the educational agency can initiate an impartial due process hearing);
--obtain an outside evaluation of their child, at public expense if necessary.

3. STUDENT EVALUATION

Formal evaluation procedures will be conducted by certified personnel in accordance with Special Education Regulations. Following a review of the preliminary information, the diagnostician or speech/language pathologist must make an evaluative decision as to the selection of the diagnostic tools, referral agency, and/or supplemental evaluations to be used:

Severely Developmentally Impaired Hearing Impaired Visually Impaired Severely Physically Impaired Speech/Voice Impaired Moderately/Severely Mentally Handicapped Deaf-Blind Severely Behaviorally Disordered	Conduct academic, intellectual, behavioral evaluation procedures as recommended for these exceptionalities. Make referrals to specialized persons and/or agencies for the completion of the diagnostic data as required.

Educable Mentally Handicapped

Learning Disabled

Behaviorally Disordered

Gifted

Communication Disordered (articulation, fluency, voice language)

} Conduct differential diagnoses as recommended for the specific areas of exceptionality.

Following formal evaluation by certified staff, the special education administrator or designee will gather all information collected (including outside evaluations) on the child or youth for presentation to the Educational Appraisal and Review Committee, and ascertain that all assessments as required by Special Education Regulations have been administered. The EA and R Committee may call for additional testing if required areas have not been evaluated or diagnosis is questionable.

4. EDUCATIONAL APPRAISAL AND REVIEW COMMITTEE/INDIVIDUALIZED EDUCATION PROGRAM TEAM (EA and R Committee/IEP Team)

Depending on the organizational structure in a district or school, one of three different process models may be used for this component: combined EA and R Committee/IEP Team; cooperative EA and R Committee/IEP Team; separate EA and R Committee and IEP Team.

The EA and R Committee considers all information avaliable on the student, and makes two decisions on the basis of the information provided: eligibility for special education; and the type of program appropriate for the student. The eligibility decision and the program recommendation should be signed by all committee members present. If there is disagreement among committee members, two options are available: additional data may be requested prior to a program recommendation or eligibility determination; or, the committee can make recommendations with provisions for those not in agreement with the majority decision to indicate the basis of their disagreement.

If the committee finds the student is not eligible (that is, does not qualify in one or more of the categories of exceptionality), a referral should be made for other appropriate services, e.g., counseling and guidance, bilingual education, remedial reading, or services from another agency. If the referring person is not at the team meeting, a conference should be held with that individual to explain the findings.

If the committee determines the student is eligible, all required and supplemental information on the student must be weighed by the committee for determination of the appropriate program recommendation based on the student's special needs.

Combined EA and R Committee/IEP Team Development:

Notify parents and all appropriate personnel relative to date, time and location of EA and R/IEP meeting. Invitation to attend and participate extended and documented. (Schedule the meeting at a time and place mutually agreeable to the parents and other committee members.)

EA and R/IEP Committee meets to determine eligibility, placement needs and design the IEP. Minutes are recorded and filed with appropriate personnel. Parents sign acceptance or refusal forms at this meeting. If parents are not present, they are requested to approve the IEP at the conference when permission to place is obtained.

Cooperative EA and R Committee/IEP Team Development:

EA and R Committee meets and determines eligibility and makes recommendations regarding placement and long-term goals. Findings are recorded and filed with appropriate personnel. Personnel are designated to develop the draft short-term objectives and strategies. If more than one service is to be provided for a child, one staff member could be given the responsibility for coordinating the development of the draft IEP.

Notify parents and other IEP Team members and schedule meeting at a time and place mutually agreeable to them. Invitation to attend and participate extended and documented.

IEP Team meets and designs the IEP. Parents participate in committee activities, add goals and short-term objectives if they wish, and sign acceptance or refusal forms. If the parents are not present they are requested to approve the IEP at an additional parent conference scheduled at the earliest possible date.

Separate EA and R Committee/IEP Team Development:

EA and R Committee meets and determines eligibility and placement recommendations. Committee member is designated to serve on the IEP Team to assure continuity.

Parents and other IEP Team members notified and meeting scheduled at mutually agreeable time and place. Invitation to attend and participate extended and documented.

IEP Team meets and designs the IEP. Parents participate in committee activities and sign acceptance or refusal forms. If parents are not present, they are requested to approve the IEP at an additional parent conference scheduled at the earliest possible date.

NOTE: Parent participation is solicited in all three options for the EA and R Committee/IEP Team. If the parent does not participate, the school's efforts to involve them must be documented. The parent must sign for placement; at that time the IEP can be discussed with them if they have not helped formulate it. If the parents have not met with school and support staff and do not wish to, it may be necessary for the special education administrator or designee to go to the child's home to seek approval for placement. If the parents will not approve the recommended placement, the school can request an impartial due process hearing to obtain placement permission.

5. PLACEMENT

The student is enrolled in a special education program only if informed written consent of the parent or guardian has been obtained or if an impartial due process hearing officer has recommended placement.

Four general factors must be considered when placing a child:

Severity of the disability: In general, the more severe the handicapping condition, e.g., vision, hearing, intelligence, perception, etc., the more structured is the needed program.

Achievement: The degree to which a student is progressing relative to individual potential.

Success with the regular program: The portion (or percentage of time) to be spent in the regular program in which the student is expected to make satisfactory progress.

Recommendations: The summary of information from the diagnostician and other evaluators who have done the educational and/or medical evaluation(s) of the student.

Unless a child's IEP calls for other arrangements, placement should be in the school the child would attend if not handicapped.

By parent request and with informed written parental consent, a child transferring into a district may be placed temporarily (not to exceed 45 days) in a special education class while awaiting diagnostic information from the previous school. If the diagnostic information does not arrive or if it does not meet state criteria, arrangements shall be made to evaluate and place the child following all guidelines.

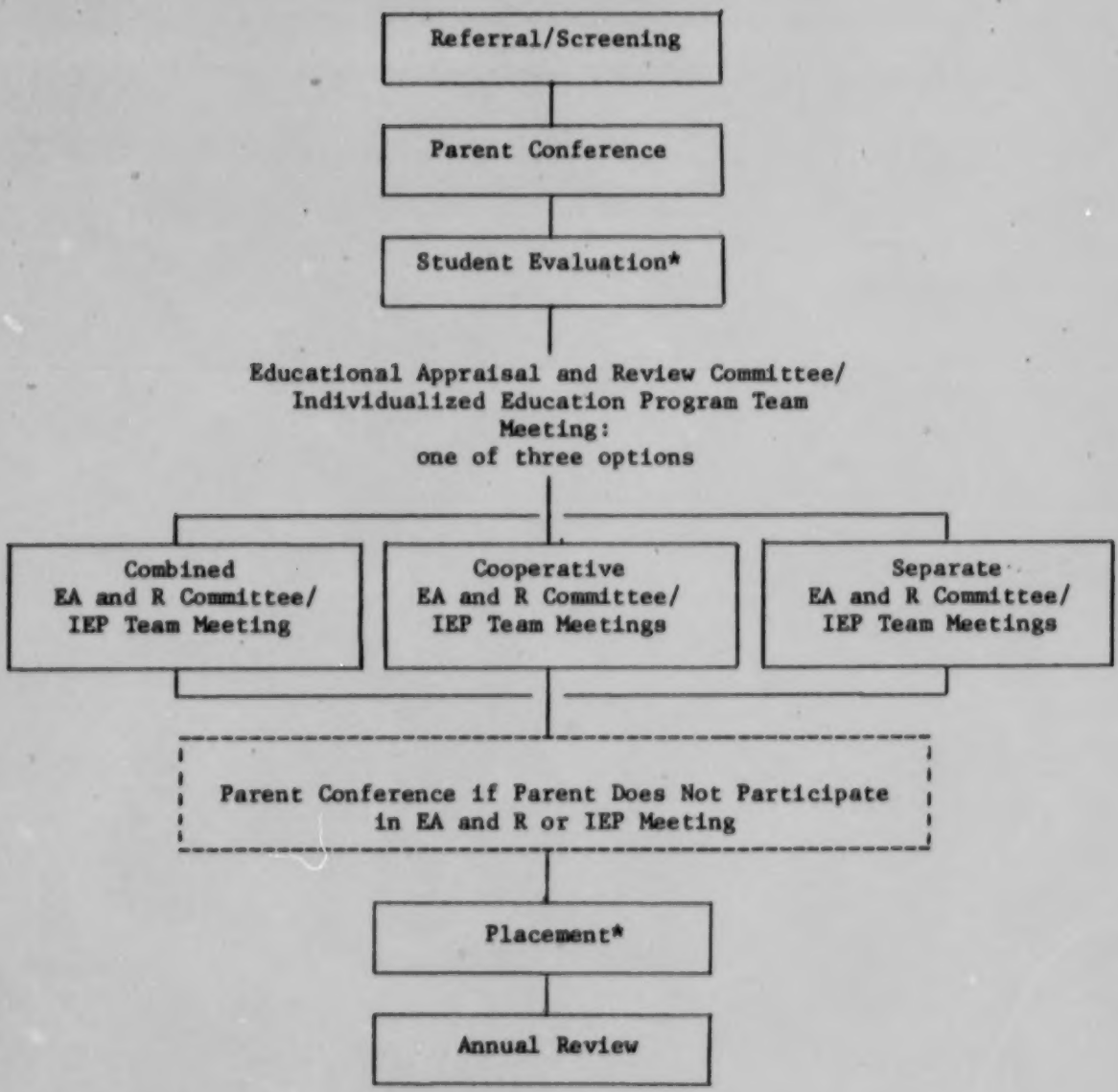
6. ANNUAL REVIEW

The EA and R Committee/IEP Team (including the parent) shall meet annually to review the child's placement and IEP. The child's

progress will be evaluated, and the annual goals and short-term objectives will be formulated. Written, informed parent consent is needed to continue or change the special education placement. Written notice shall be sent to parents who do not attend the annual review if the student's special education placement is being terminated.

Sample forms for the steps from Referral to Review are contained in the Records section.

Special Education Process



*Informed, signed parental consent required before evaluation and before placement.

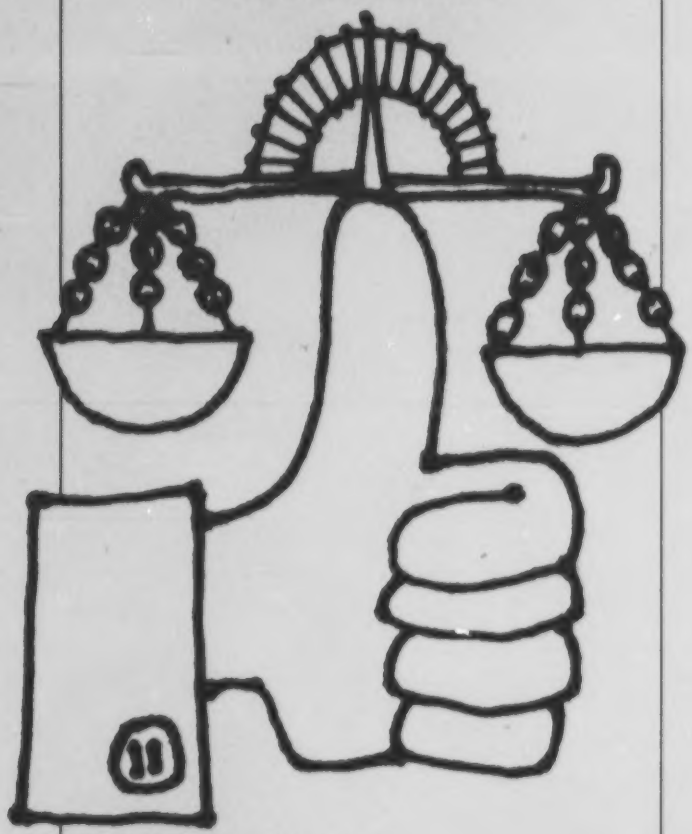
The entry by exceptional children and youth into a special education program should follow a consistent sequence of steps to insure compliance with Special Education Regulations.

PROCESS	RESPONSIBLE PERSON	PERSON ASSIGNED	DATE COMPLETED
Initial referral	One of the following: Teacher, Parent, Physician, Counselor, Other		
Receipt of referral	School administrator or designee		
Observation of the student	Person receiving referral		
Summary prepared through review of records: education, health, attendance, family and medical history (if available), language dominance	Administrator or designee		
Hearing and Vision Screening	School nurse or other designee		
If screening is failed, outside medical or other evaluations required prior to student evaluation			

PROCESS	RESPONSIBLE PERSON	PERSON ASSIGNED	DATE COMPLETED
Preliminary Review referral statement observation information summary of records	School administrator or designee (regular or special education teacher, etc.)		
Referral verified Continue	Referral not verified Discontinue process		
Parent conference: obtain social and medical history if needed	Parent and administrator or their representatives		
Informed parent permission for evaluation	Same		
Informed parent permission to obtain information from other agencies if needed	Same		
Student Evaluation	Educational diagnosticians and other professionals		
EA and R Committee	EA and R Committee		
Eligible Continue	Not Eligible. Make other recommendations		
	Conference with referring person if necessary		

PROCESS	RESPONSIBLE PERSON	PERSON ASSIGNED	DATE COMPLETED
IEP Meeting	Parent and other IEP Team members		
Obtain parent permission for placement	Same, or school administrator		
Placement in special education program(s)	School administrator or designee		
Annual Review of IEP and Placement	EA and R/IEP Team		

Nonbiased Assessment



Know **what** you seek to measure.
Know **how** the chosen scale measures.
And know how much your own thumb
weighs on the scale.

Students fall behind in school for many reasons. Sometimes they cannot keep up with their classmates because they are having language difficulties or because they have not had a broad, stimulating life experience up to the time they enter school. If lack of progress is due to these factors alone, such children should not be placed in special education. Sometimes, however, children who might fall into these categories also have a handicap; they need and are entitled to special education. Assessment that is truly nonbiased will prevent misclassification, and help determine which child needs special education and which child requires other types of compensatory education. (Knowing something about seeing children in a nonbiased way can help ALL educators provide more responsive services.)

NONBIASED ASSESSMENT

1. Are those who screen and assess children trained to recognize cultural differences and the effects of such differences on test performances?

   Yes_____
   (only answer permitted)

2. Are results of several types of assessments used to determine eligibility of a child for special education?

   Yes_____
   (ditto!)

3. Are members of the Educational Appraisal and Review Committee aware of the implications of cultural, ethnic or economic factors on performance scores?

   Yes_____ No_____

4. Have the parents' views on their child's abilities and disabilities been obtained? A family history? Medical history?

   Yes_____ No_____

5. Is the dominant language of each exceptional child recorded and documented in student folder?

   Yes_____ No_____

6. Would regular classroom teachers be more responsive if they had more positive and realistic attitudes toward exceptional children and youth?

   Yes_____ No_____
   (see inservice training, Module C, p. 9-12)

7. Is more specific information on nonbiased assessment available?

   Yes_____ No_____
   (turn the page)

Questions to Ask Yourself Before You Test a Child, Write the Report, Consult With Other Members, and Participate in the IEP Meeting*

Referral

1. Are the parents/guardians aware that a referral has been made for their child, and by whom?

2. Is this child's presenting problem clearly and precisely stated on the referral?

    a. Does the referral include descriptive samples of behavior rather than opinions of the referring agent?

    b. Is there supportive documentation of the problem?

3. Is the referral legitimate?

    a. Does the referring agent have a history of over-referral of children from certain cultural groups?

    b. Could irrelevant personal characteristics (e.g., sex or attractiveness) of the child have influenced the decision to refer?

    c. Could the referring agent have misinterpreted this child's actions or expression due to lack of understanding of cultural differences between self and the child?

4. Can the assessment team provide the referring agent with interim recommendations that may eliminate the need for a comprehensive evaluation?

    a. Is it possible that the curriculum being used assumes that this child has developed readiness skills at home that in reality the child hasn't had the opportunity to develop? If so, can the team assist the teacher in planning a program to give this child the opportunity to develop readiness skills?

    b. Can the team provide information on the child's cultural background for the referring agent so that there are fewer misunderstandings between the referring agent and this child and perhaps other children of similar cultural background?

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*Adapted from Region 9 Task Group's paper, "Guide for Nonbiased Assessment," November, 1976.

5. Have I informed this child's parents/guardians of the referral in their primary language?

   a. Have I explained the reason(s) for the referral?

   b. Have I discussed with the parents what next activities may be involved?
      e.g. - professional evaluations
      - use of collected data
      - design of an individualized education program, if necessary

   c. Have I discussed due process procedures with the parents?

   d. Do I have documented parental permission for the evaluation?

   e. Have I asked the parents to actively participate in all phases of the assessment process?

   f. Have I informed the parents of their right to examine all relevant records in regard to the identification, evaluation and educational program of their child?

Meeting the Child

1. What special conditions about this child do I need to consider?

   a. What is the child's primary home language?

   b. Do I know about the child's home environmental factors?
      e.g. - familial relationships/placement
      - social and cultural customs

   c. Do I understand this child's culture and language so that I can evoke a level of performance which accurately indicates the child's underlying competencies?

   d. Is this child impeded by a handicap other than the referral problem that may result in not understanding my vocabulary?

2. What special conditions about myself do I need to consider?

   a. How do I feel about this child?

   b. Are my values different from this child's?

   c. Will my attitude unfairly affect this child's performance?

   d. Can I evaluate this child fairly and without prejudice?

   e. Should I refer the child to another assessor if one is available?

3. Have I examined closely all the available existing information and sought additional information concerning this child?

   a. Has the child's academic performance been consistent from year to year?

   b. Is there evidence in the record that this child's performance was negatively or positively affected by the classroom placement or teacher?

   c. Are past test scores consistent with past class performance?

   d. Am I familiar with past test instruments used to evaluate this child and how well I can rely on these prior test scores?

   e. Have I observed this child in as many environments as possible (individual, large group, small group, play, home)?

   f. Am I making invalid assumptions about this child? e.g. Do I assume that English is the dominant language because the child uses English at school?

   g. Have I actively sought additional information on non-school related variables that may have affected this child's school performance?
      e.g. - health factors (adequate sleep, nutrition)
      - economic factors
      - family difficulties
      - peer group pressures

4. Does this child understand the assessment situation?

   a. Have I tried to explain at an appropriate level of understanding the reasons for my involvement?

   b. Have I given this child the opportunity to freely express his or her perceptions of "the problem"?

   c. Have I discussed with the child what next activities may be involved?

<u>Selection of Approach for Assessment</u>

1. Have I considered what the best assessment approach is for this child?

   a. Considering the reasons for referral, do I need to utilize behavioral observations, interviews, informal techniques or standardized techniques or a combination of the above?

b. Have I given as much thought to assessing this child's adaptive behavior as I have to the child's academic school performance?

c. Are the approaches I am considering consistent with the child's receptive and expressive abilities?

d. Am I placing an overdependence on one technique and overlooking others that may be more appropriate?

e. Have I achieved a balance between formal and informal techniques in my selection?

2. If I have elected to use standardized instruments, have I considered all of the ramifications?

a. Am I testing this child simply because I've always used tests in my assessment procedure?

b. Am I administering a particular test simply because it is part of THE BATTERY?

c. Am I administering a test because I have been directed to do so by the administration?

d. Does the instrument I've chosen include persons in the standardization sample from this child's cultural group?

e. Are subgroup scores reported in the manual?

f. Were there large enough numbers of this child's cultural group in the test sample for me to have any reliance on the norms?

g. Does the instrument I have selected assume a universal set of experiences for all children?

h. Does the instrument selected contain illustrations that are misleading and/or outdated?

i. Does the instrument selected employ vocabulary that is colloquial, regional and/or archaic?

j. Do I understand the theoretical basis of the instrument?

k. Will this instrument easily assist in delineating a recommended course of action to benefit this child?

l. Have I reviewed current literature regarding this instrument?

m. Have I reviewed current research related to potential cultural influences on test results?

Test Administration

1. Are there factors (attitude, physical conditions) which support the need to reschedule this child for evaluation at another time?

2. Could the physical environment of the test setting adversely affect this child's performance?

- room temperature
- noise
- inadequate space
- poor lighting
- furnishings inappropriate for child's size

3. Am I familiar with the test manual and have I followed its directions?

4. Have I given this child clear directions?

   a. If the dominant language is not English, have I instructed in his or her language?

   b. Am I sure that this child understands my directions?

   c. Is an interpreter needed?

5. Have I accurately recorded entire responses to test items, even though the child's answers may be incorrect, so that I might later consider them when interpreting the test scores?

6. Did I establish and maintain rapport with this child throughout the evaluation sessions?

7. Did I observe and record the child's behavior, that I might later consider this when interpreting the test scores?

Scoring and Interpretation

1. Have I examined each item missed by this child rather than merely looking at the total score?

   a. Is there a pattern to the types of items this child missed?

   b. Are the items missed free of ethnic or economic bias?

   c. If I omitted all items missed that are biased, would this child have performed significantly better?

2. Am I aware that I must consider other factors in the interpretation of this child's scores?

a. Have I considered the effect the child's attitude and/or physical condition may have had on his/her performance?

b. Have I considered the effect that the child's lack of rapport with me may have had on his/her performance?

c. Does my interpretation of this child's performance include observations?

d. Do I realize that I should report and interpret scores within a range rather than as a number?

3. What confidence do I have in this child's test scores?

a. Are test scores the most important aspect of this child's evaluation?

b. Will I allow test scores to outweigh social and behavioral information?

c. Will I allow test scores to dominate my professional judgment about this child?

Consultation With Other Professionals

1. Am I working as an integral member of a multidisciplinary team on behalf of this child?

2. Have I met with other professionals to share my findings regarding this child?

3. Are other professionals' evaluations in conflict with mine?

4. Can I admit my discipline's limitations and seek assistance from other disciplines?

5. Do I willingly share my competencies and knowledge with other professionals for the benefit of the child?

Assessment Report

1. Is my report clearly written and free of jargon so that it can be easily understood by this child, the parents, and teachers?

2. Does my report answer the questions asked in the referral?

3. Are the recommendations I have made realistic and practical for the child, school, teacher and parents?

4. Have I provided alternative recommendations?

5. Have I included in my report a description of any problem that I encountered and the effects of such during the assessment process?

Educational Appraisal and Review Committee

1. Has the EA and R Committee arrived at its conclusions as a result of team consensus or was our decision influenced by the personality and/or power of an individual team member?

2. Are we aware of community resource personnel and agencies that might assist us in developing an educational program for this child? Do we utilize such resources before, during, and after the evaluation?

3. Do we on the team feel comfortable in including this child's parents in our discussions?

Individualized Education Program

1. Are we making this child fit into an established program or are we developing an individualized education program appropriate for this child?

2. Have we identified this child's strengths and weaknesses?

3. Have we specified long range goals and immediate objectives for this child?

4. Are we willing to assist the teacher in implementing this child's educational plan?

5. Have we stated when and how this child's progress will be evaluated and by whom?

Follow Up

1. What are my responsibilities after we have written this child's individualized education program?

2. Have the findings and recommendations been discussed with this child's parents? Have the parents been given a written copy of this child's educational plan?

3. Have those working with this child met to discuss the educational plan and assist in implementing its recommendations?

4. Has the child been involved in the educational planning?

Some Final Thoughts

1. Would I be comfortable if MY child had been involved in THIS assessment process?

2. Is there a willingness and desire on my part to actively participate in inservice activities that will lead to the further development of my personal and professional growth?

Procedural Safeguards

Do you want to rest easy every night?
Do you want all those fears to just take flight?
Then get these safeguards all in place
And do it NOW—with style and grace.

Procedural safeguards must be in place to protect the rights of handicapped students, their parents, and the school. Due process, confidentiality, prior notice and parent consent are some of the important guarantees. Once the safeguards outlined here become routine, compliance with state and federal regulations becomes automatic. Sample forms are suggested to document that procedural safeguards are in place in your school.

PROCEDURAL SAFEGUARDS

		Please circle
1.	Do you know the reason for due process procedures?	Yes No
2.	Do you know the difference between prior notice and informed consent?	Yes No
3.	Do you know when a local district must pay for an independent educational evaluation of a child?	Yes No (Never is the wrong answer!)
4.	Do you know what to do when a parent will not attend the IEP meeting?	Yes No
5.	Can you name the five areas where disagreements between the school and parents may lead to an impartial due process hearing?	Yes No
6.	Does your district have specific conciliation or mediation procedures to follow to solve problems before an impartial due process hearing is necessary?	Yes No
7.	Can you appoint a surrogate for a child whose parents are uncooperative?	Yes No (WRONG!)
8.	Aside from the fact that exceptional children usually have <u>more</u> records to protect, do you know the difference between confidentiality requirements for exceptional students and other students?	Yes No

PROCEDURAL SAFEGUARDS

Due process means principles and practices which assure that everyone is treated equally. Due process in the school system provides protections for handicapped children, their parents, and the school.

Parent Consent: Informed, signed parental consent must be obtained at a conference or in a manner mutually convenient to parent and school personnel before a child is appraised (evaluated, assessed, or tested) to determine if the child is eligible for special education services.

Samples: See Records, 14-50 to 55; 87 to 96; 109 to 118.

Informed parental consent must be obtained before a child is placed in an A or B-level program for observation. See pp. 14-89 to 90.

Informed, signed parental consent must be obtained at a conference before a child is placed in a special education program, changed to another special education program, and annually when a child continues in a placement. (This includes obtaining a signature for placement following observation of the child in an A or B-level program.)

Samples: See pp. 14-87 to 96.

Parent Participation: Parents should participate in all decisions made about their exceptional child:

Parents should be interviewed during the appraisal process for their views of their child's strengths and weaknesses, and for family and medical histories of the child. See pp. 14-25 to 46.

Parents should participate in the Individualized Educational Program meetings and approve the program designed for their child along with other committee members (at which time they can also give informed, written consent for placement). If the parents do not wish to participate in the IEP meetings, the school must document its attempts to involve the parents and keep the record in the child's folder (the school must still obtain written consent for placement). See pp. 14-79 to 88.

Parents should participate in the annual review of the IEP (at which time they can plan the next

IEP with committee members, and give signed consent for placement).

Independent Educational Evaluation: Due process procedures permit the parents to question the evaluation or appraisal of their child by the school district and secure and independent educational appraisal. The school must assist the parents in obtaining an independent evaluation from another public agency. If an impartial hearing officer requests an independent evaluation, the school must assume the cost.

Impartial Due Process Hearing: Either the parents or the school district may request an impartial due process hearing to resolve disputes that arise between parents and the school relative to any of the issues that require prior notice. The five areas and the proposal or refusal to initiate or change services in these areas are contained in the following matrix:

Parties / Issues	Parent		Public School	
	Proposes	Refuses	Proposes	Refuses
1. Identification of the student as handicapped				
2. Evaluation of the student				
3. Placement of the student				
4. Provision of a free, appropriate public education				
5. Deviations from Notice and Consent Provisions				

Conciliation Procedures: An impartial due process hearing can become a very expensive procedure and the costs must be borne by the local school district. The purpose of a due process hearing is not to prove the district right or wrong, not to prove the parent right or wrong, but to ensure that an exceptional child receives an appropriate educational program.

Because of the expenses involved--release time for teachers, administrators, educational diagnosticians, etc.--to present evidence and to be cross-examined, arranging for a place to hold the hearing, taking care of all the necessary paperwork before and after the hearing, arranging for recording of the hearing, providing transcripts, retaining an attorney (if desired), etc.--because of the expense in time, actual financial expenditure, and the emotional expense to both parties, the school administrator should try to see that differences are reconciled without a formal hearing if possible.

Prior or subsequent to a formal request for a hearing, the district must offer an opportunity for a mediation/conciliation conference. The conference is intended to encourage both parties to resolve their differences. If conciliation is not reached, an impartial hearing may be requested by either party, and the impartial hearing officer's decision must be reached within 45 days of the hearing. A formal approach to conciliation or mediation procedures may be worked out by individual districts.

Surrogate Parents: Every child eligible for special education needs active involvement of his/her parents in giving permission for testing and placement, tracking the child's progress through the program, and helping develop the IEP. A child whose parents are unknown or unavailable or who is a ward of the state must have a surrogate parent or guardian appointed to participate in the special education process. Note that a surrogate parent cannot be appointed for a child whose parents are uncooperative. See the sample forms, pp. 14-47 and 48 for information on how to request a surrogate for a child.

Confidentiality: The Family Education Rights and Privacy Act (FERPA) applies to the records of all students. Procedures must be in place in every school to assure that

the educational records of students are accessible only to persons designated by the school whose names are posted in the office. The school must assure that parents will be shown all the educational records of their child when so requested (in no event later than 45 days after the request). Each school must have a confidentiality officer who is charged with seeing that all school staff are trained in confidentiality procedures, and that an annual notice is sent to all constituent families. The annual notice may be prepared and disseminated from the district level. Written parent consent must be obtained before student information is given anyone not on the authorized list. Each student's record folder must have an access list on which access by those not on the authorized list is recorded. If the annual notice announces that the school will transfer student information to another school when the student moves, records may then be sent to the student's receiving school without written parental consent. Special care must be given to the maintenance of diagnostic data. If questions arise, it is advisable to contact the State Department of Education for clarification. The following checklists provide an outline of the FERPA requirements. (Remember, confidentiality regulations apply to the records of all students!) See the records section for samples of the annual notice, access list, etc., pp. 14-103 to 120.

Checksheet for Administrators
on Confidentiality of Records*
for the Handicapped

Note: The following should be reviewed periodically but not each time a request is received to review/inspect records.

FERPA Regulations**	Completed (Please check)	
		1. Appointment of Confidentiality Records Officer
99.5		2. Annual Notification (FERPA: LEA is to notify, 94-142: SEA is to notify) to parents of students and/or eligible student in attendance of:
99.5(a)(1)		a. the right to inspect and review the education records,
99.11		b. procedures of parents and eligible students to inspect and review records,
99.5(a)(2)(ii)		c. the understanding that the education agency may not deny access to an education record,
99.5(a)(2)(ii)		d. the description of circumstances in which the agency feels it has a legitimate cause to deny a request for a copy of such records,
99.8(a)		e. a schedule of fees for copies,
99.5(a)(2)(iv)		f. a listing of the types and locations of education records maintained by the educational agency and the titles and addresses of the officials responsible for those records,
99.5(a)(3)		g. not disclosing personally identifiable information from the education records of a student without the prior written consent of the parent of the student or eligible student except as permitted by law, regulation or policy.

*This checksheet was developed by the participants at the Due Process and Confidentiality Workshop conducted in Phoenix, Arizona, September 18,1977, sponsored by the Arizona State Dept. of Education, Div. of Special Ed. and the Southwest Regional Resource Center, Salt Lake City, Utah. It has been compiled and edited by George T.L. Holt.

**Regulation numbers refer to the regulations issued for "The Family Education Rights and Privacy Act, 1974."

FERPA Regulations	Completed (Please check)	
99.5(a)(4)		h. maintaining the record of disclosures of personally identifiable information from the education records and permitting a parent or an eligible student to inspect the record,
99.5(a)(5)		i. providing a parent of the student or an eligible student with an opportunity to seek the correction of education records of the student through a request to amend the records or a hearing,
99.6(a)(1)		j. where copies of the school policy can be obtained,
99.6(a)(2)		k. the right to file complaints under the law concerning alleged failures by the educational agency to comply with the requirements of the Family Education Rights and Privacy Act.
		l. notice to be published/announced before any major identification, location or evaluation activity.
99.6(b)		3. Provide Annual Notification to effectively notify parents of students identified as having a primary or home language other than English.
		4. All persons collecting or using personally identifiable information must receive training or instruction regarding the State's and LEA's policies and procedures for collection, storing and using personally identifiable information.
99.31(a)(1)		5. Each school district shall maintain for public inspection a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.
99.5(a)(2)(iv)		6. Each school district shall provide parents on request a list of the types and locations of education records collected, maintained or used by the school district

FERPA Regulations	Completed (Please check)	
99.11		7. Parents and eligible students have the right to have:
99.11(a)		a. access to education records without unnecessary delay (within 45 calendar days),
99.11(b)(1)		b. an explanation and interpretation of the records,
99.11(b)(2)		c. a copy of the education records if not in violation of stated school policy (see 2d),
		d. a representative of the parent inspect and review records,
99.11(c)		e. the agency presumes that the parent has the authority to inspect and review records relating to his/her child unless the agency has been advised otherwise.
		8. The school district shall inform parents when personally identifiable information collected, maintained or used is no longer needed to provide educational services. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address and phone number, his/her grades, attendance record, classes attended, grade level completed and year completed may be maintained without time limitations. (Note: In informing the parents about their rights under this section, the agency should remind the parents that the records may be needed by the child or the parents for social security benefits or other purposes.)
99.32(a)and(b)		9. Each school district shall keep a record of parties obtaining access to education records collected, maintained or used (except access by parents and authorized employees--see #5) including the name of the party, the date access was given, and the purpose for which the party is authorized to use the record.
99.12(b)		10. If more than one child is on an education record the parents only have access to their child's record.

Checksheet for Confidentiality Officers on Confidentiality of Records for the Handicapped

Note: The following should be reviewed periodically but not each time a request is received to review/inspect records.

Federal Regulations**	Completed (Please check)	
		1. Training All persons collecting or using personally identifiable information must receive training or instruction regarding the state's policies and procedures on the protection of education records at the collection, storage, disclosure and destruction stages.
99.5		2. Annual Notice Parents of students and/or eligible students in attendance are to receive annual notification (FERPA: LEA is to notify; 94-142: SEA is to notify). The notification is to have the following conditions/components:
99.5(a)(1)		a. the right to inspect and review the education records,
99.11		b. procedures of parents and eligible students to inspect and review records,
99.5(a)(2)(ii)		c. the understanding that the education agency may not deny access to an education record,
99.5(a)(2)(ii)		d. the description of circumstances in which the agency feels it has a legitimate cause to deny a request for a copy of such records,
99.8(a)		e. a schedule of fees for copies,
99.5(a)(2)(iv)		f. a listing of the types and locations of education records maintained by the educational agency and the titles and addresses of the officials responsible for those records,
99.5(2)(3)		g. the policy of not disclosing personally identifiable information from the education records of a student without the prior written consent of the parent of the student or eligible student except as permitted by law, regulation, or policy,

Federal Regulations	Completed (Please check)	
99.5(a)(4)		h. the policy (statement) of maintaining the record of disclosures of personally identifiable information from the education records and permitting a parent or an eligible student to inspect the record,
99.5(a)(5)		i. the policy (statement) of providing a parent of the student or an eligible student with an opportunity to seek the correction of education records of the student through a request to amend the record or a hearing,
99.6(a)(1)		j. the statement of where copies of the school policy can be obtained,
99.6(a)(2)		k. the statement of the right to file complaints under the law concerning alleged failures by the education agency to comply with the requirements of the Family Education Rights and Privacy Act of 1974,
		l. notice to be published/announced before any major identification, location, or evaluation activity.
99.31(a)(1)		3. Notice of Access List A current listing is available for public inspection that contains the names and positions of the employees within the school district who may have access to personally identifiable information.
		4. Designation of Confidentiality Officers The Confidentiality Officer has been designated by the school administration (written designation preferable).
99.5(a)(2)(iv)		5. List of Types and Locations of Information A list of the types and locations of education records collected, maintained, or used by the school district is current and available to parents or eligible students on request.

Federal Regulations	Completed (Please check.)	
		Note: The following should be reviewed each time a request is received to review/inspect/ transfer education records.
99.4(a)		6. The student has attained the age of 18 years or is attending an institution of post-secondary education, if so, the student shall thereafter only be accorded the rights stated to the parents (FERPA). The state is to have policies regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type of severity of the disability (PL 94-142).
99.11		7. Release of Information for Review or Inspection WITHOUT Record of Access Records may be reviewed at the request of one of the following without record of access being completed: a. Parent (see #6), b. Eligible student (see #6), c. Employee, whose name is on the approved list of the school for access (see #3), d. An authorized representative of the parents (usually in writing).
99.31		8. Release of Information for Review or Inspection WITH Record of Access Completed (see #9) Records may be reviewed (see #10) at the request of one of the following with the record of access being completed: a. officials of another school or school system in which the student seeks or intends to enroll (see #11), b. representatives (who identify themselves as: (1) the Comptroller General of the United States, (2) the Secretary of Health, Education and Welfare,

Federal Regulations	Completed (Please check)

(3) the Commissioner of Education (US), the Director of the National Institute of Education, or the Assistant Secretary for Education, OR
(4) State educational authorities,

c. in connection with financial aid for which a student has applied or which a student has received; PROVIDED that the records only be disclosed for such reasons as:

(1) to determine the eligibility of the student for financial aid,
(2) to determine the amount of the financial aid,
(3) to determine the conditions which will be imposed regarding the financial aid, OR
(4) to enforce the terms or conditions of the financial aid,

d. to State and local officials or authorities to whom information is specifically required to be reported or disclosed pursuant to State statute adopted prior to November 19, 1974. (See State policies or regulations).

e. to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aide programs and improving instruction; PROVIDED that the studies are conducted in a manner which will not permit the personal identification of students and their parents by individuals other than the representatives of the organization and the information will be destroyed when no longer needed for the purposes for which the study was conducted.

f. to accrediting organizations in order to carry out their accrediting functions,

g. to comply with a judicial order or lawfully issued subpoena; PROVIDED, that the educational agency or institution makes a reasonable effort to notify the parent of the student or the eligible student of the order or subpoena in advance of compliance,

Federal Regulations	Completed (Please check)	
99.36(a)and(b)		h. to appropriate health/safety/emergency personnel if knowledge of the information is necessary to protect the health or safety of the student or other individuals, PROVIDED, that the following conditions (factors) are all relevant: (1) the seriousness of the threat to the health or safety of the student or other individuals, (2) the need for the information to meet the emergency, (3) whether the parties to whom the information is disclosed are in a position to deal with the emergency, AND (4) the extent to which time is of the essence in dealing with the emergency.
99.32		9. Record of Access There is a record of access for education records that the school district collects, maintains, or uses that contains the following information (see #7 for Exceptions): a. name of the party, b. the date access was given, AND c. the purpose for which the party was given authorization to use the records.
99.33		10. Limitations on Disclosure An educational agency or institution may disclose personally identifiable information from the education records of a student only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior written consent of the parent or eligible student, except that the personally identifiable information which is disclosed to an institution, agency or organization may be used by its officers, employees and agents,but only for the purposes for which the disclosure was made. This does not preclude an agency or institution listed in #8 from disclosing personally identifiable information with the understanding that the information will be redisclosed to other parties; PROVIDED that the recordkeeping requirements of #9 are met.

Federal Regulations	Completed (Please check)	
99.34(a)		11. Transferring Information to Other Schools Officials of one school may transfer education records to officials of another school if <u>one</u> of the following conditions exist: a. the school makes a reasonable attempt to notify the parent of the student or the eligible student of the transfer of the records at the last known address of the parent or eligible student, b. the school receives a request for the transfer of the records that was initiated by the parent or eligible student at the sending agency or school, OR c. when the agency or school includes a notice in its policies and procedures formulated in the annual notice (see #2) that it forwards education records on request to a school in which a student seeks or intends to enroll; the school or agency does not have to provide any further notice of the transfer.
99.8		12. The fee of _____ per page will be charged to parents or eligible students for copies made if the fee does not effectively prevent the parents from exercising their right to inspect and review the records. The school may not charge a fee to search for or to retrieve information on education records.
99.13		13. Destruction of Information When information is no longer needed to provide educational services, the parents shall be informed. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address and phone number, his/her grades, attendance record, classes attended, grade level completed and year completed may be maintained without time limitations. (Note: In informing the parents about their rights under this section, the agency should remind the parents that the records may be needed by the child or the parents for social security benefits or other purposes.)

Federal Regulations	Completed (Please check)	
99.11(a)(b)and(c)		14. Parents and Eligible Student Access Rights Parents and eligible students have the right to have: a. access to education records without unnecessary delay, (within 45 calendar days and before a due process hearing), b. an explanation and interpretation of the records, c. a copy of the education records if not in violation of stated school policy (see 2.g), d. a representative of the parent inspect and review records, AND e. the agency presumes that the parent has the authority to inspect and review records relating to his/her child unless the agency has been advised otherwise.
99.12(b)		15. Records on More Than One Child If any education record includes information on more than one child, the parents of those children shall have the right to inspect and review only the information relating to their child or to be informed of that specific information.

SELF-ADMINISTERED DUE PROCESS GUIDE

Routine Procedures	YES	NO
1. Are parents informed as soon as a child is identified as needing evaluation/diagnosis for possible special education services?	___	___
2. Are the parents advised orally and in writing that the schools have a responsibility to provide an appropriate education for their child?	___	___
3. Are parents advised orally and in writing whenever the school proposes to initiate or change or refuses to initiate or change their child's identification, evaluation or educational placement?	___	___
4. Have procedures been instituted to communicate all correspondence and procedures in the parent's native language including the use of readers and interpreters if needed?	___	___
5. Are evaluation (including testing)* and placement staff aware that prior to conducting an individual evaluation, written parental permission must be obtained?	___	___
6. In the request for parental permission to individually evaluate a child, does the staff explain to the parents?		
-the evaluation (including testing) procedures to be used?	___	___
-why an evaluation is needed?	___	___
-what the evaluation hopes to accomplish?	___	___
-limitations of the evaluation?	___	___
-how the obtained data will be used?	___	___
7. Procedures have been established to ensure that all evaluations will be as culturally nondiscriminatory as possible including		
-selection of instruments?	___	___
-administration of instruments?	___	___
-selection of administering personnel?	___	___
-interpretation of obtained data?	___	___
8. Have provisions been made to notify parents that they have the right to examine all relevant records regarding the identification, evaluation and educational placement of the child?	___	___

*Throughout this guide, the term evaluation includes individual testing.

		YES	NO
9.	Have procedures been adopted to name one school person to serve as the major contact person between the schools and parents?	___	___
10.	Are parents invited to be participants in all educational planning meetings for their child?	___	___
11.	Are parents given the opportunity to bring a friend or professional with them to all education planning meetings?	___	___
12.	Are attempts made to schedule all educational planning meetings at a time convenient for both parents and school personnel?	___	___
13.	After a child has been evaluated and a special placement has been recommended, does the chairperson of the evaluation and/or placement teams have responsibility to tell the parents, both orally and in writing		
	-the results of the evaluation and the recommended placement?	___	___
	-an explanation of why the recommended placement is the least restrictive learning setting for the child?	___	___
	-the implications of the proposed placement, including the expected general educational achievements of the child and possible career goals?	___	___
	-the alternative placements available to the child?	___	___
	-that the placement decision will be reviewed periodically, at least annually?	___	___
14.	Does the placement team or chairperson attempt to communicate to parents in understandable language?	___	___
15.	Are the parents provided with a written copy of the placement recommendations and the specific education program proposed?	___	___
16.	Are parents informed orally and in writing of their right to obtain an independent evaluation of their child at public expense if necessary and present those findings to the public school?	___	___
17.	If so, are parents advised		
	-to contact a local/state parent's group?	___	___
	-of the location of local/regional/state facilities that can conduct evaluations?	___	___

	YES	NO
18. If the parents indicate that they do not agree with the school's evaluation or proposed placement, is a genuine effort made by the school to explain, orally, its position and to show the parents why the evaluation is considered valid, or why the proposed placement is the best one for the child?	___	___
19. Are parents informed orally and in writing of their right to a formal hearing if they contest the school's recommendations?	___	___
20. Are the steps to be taken to exercise that right fully explained to parents?	___	___

Prior to the Hearing

1. Are parents informed in writing of the role of the hearing officer including		
-the responsibility to hear both sides?	___	___
-a limit on evidence to be presented at the hearing?	___	___
-the responsibility of making a decision regarding: 1) whether there has been a prejudicial departure from evaluation and placement procedures, and 2) sufficient cause exists for the decision.	___	___
-the responsibility to engage in fact finding?	___	___
2. Are parents informed in writing that they have the following rights		
-to bring counsel, friend, or expert witness?	___	___
-to examine all school records upon which the school made its decisions?	___	___
-to request that certain school personnel be present at the hearing and of their right to examine the school's witnesses?	___	___
-to participate in the decision for an open or closed hearing?	___	___
-to present findings from an independently conducted evaluation?	___	___
-to have their child present, if appropriate?	___	___
3. Are parents informed in writing that a record of the hearing would be made available to them at cost upon request?	___	___
4. Are parents informed about when they will be notified of the hearing decision and about the subsequent recourse available to them?	___	___

	YES	NO
5. Are parents advised orally and in writing that they have the right to appeal the decision of the hearing officer(s) and of the procedures that are to be used?	___	___

Program Operation

Arrange my desk just so.
Put the chairs so the children can flow
From place to place at the scheduled pace.
Teaching and learning will be a sign
It's not by chance, but by design!

Program Operation is where everything comes together. This is where the process of learning takes full swing and keeps its eye on the ball. This section is concerned with classroom arrangement, planning and scheduling.

Program Operation Worksheet

Is there an IEP for each child?

☐ Yes ☐ No

Is there a daily schedule plan for substitutes?

☐ Yes ☐ No

Is a varied scheduling pattern part of the teacher's program?

☐ Yes ☐ No

Are the Special Education classrooms arranged to meet the needs of the students?

☐ Yes ☐ No

Does the inventory list match the equipment lists for your programs?

☐ Yes ☐ No

What!

Are the materials sufficient and appropriate to the developmental and chronological ages of the students?

☐ Yes ☐ I'm not sure

☐ Well, some of them

PROGRAM OPERATION
Continuum of Services

Whichever program model is established, certain factors must be considered.

A Programs

In the A-level program model, a resource teacher assists the regular classroom teacher in making program modifications to meet the needs of the exceptional students. In addition, the special teacher may assist the student within the regular classroom. If this is to work, the following conditions must be present:

- -Each staff person within the building understands and supports the basic concept of the process and the activities to be carried out.
- -The classroom teacher understands the specific educational and/or behavioral problems and corresponding needs of the students selected for service.
- -Close and harmonious communication exists between the student's teacher and the resource teacher.

The A-level program model also serves as the itinerant speech therapy model.

B Programs

The B-level program provides for a classroom within the building for the specific purpose of individual or small group instruction by the resource teacher. Factors which must be present:

- -Daily planning and a regularly scheduled evaluation design are in place for each student enrolled.
- -Frequent consultation occurs between the regular program staff and the resource room teacher.
- -Students are grouped, based on a strategy that contributes to learning, whether by
  - -instructional needs
  - -chronological age
  - -classroom schedules
  - -a combination of any of these.

-Sessions vary in length to meet the needs of the individual student; however, once determined, indiscriminate changes should not occur, or the classroom teacher will have to adapt and readapt the room schedule.

-The B-level program should be in a centrally located room.

C Programs

When a student needs three or more hours a day of special education instruction, a C-level program or special classroom is needed; however, special classroom placement should not be synonymous with isolation. In order to participate in the least restrictive setting, the student should be integrated into the regular classroom as much as possible. If this level is to succeed the following conditions must be present:

-Encourage inservice training sessions to orient the regular teachers to the purpose of the special class, the procedures to be followed and the help they can expect to receive when a student is integrated into their classes.

-Scheduling for the special teacher should include time for student follow-up when integration occurs.

-Consultation should take place between the regular staff and the special teacher and include such topics as development of behavioral objectives, implementation of program changes to accommodate the exceptional student and evaluation of student progress.

D Programs

In instances where learning is hampered severely by a disability, a very small teacher-pupil ratio is necessary to provide an appropriate, structured educational environment. Even though student integration may take place on a limited scale, it is essential that building staff members have a positive attitude toward the special class. To insure this, the following steps must be taken:

-Inform the building staff in depth about the purpose and goals of the special program.

-Explain in detail the how's and why's.

-Give both the staff and students the opportunity to visit or to work in the special class.

-Provide for as much interaction of the special class members and regular class members as possible.

C or D Program Work/Study

The work/study program for the instruction of high school-aged exceptional students not capable of functioning in the academically or vocationally oriented program is another program option. As in the previous models, special program considerations must be made:

-The work/study program is an educational program and work experience program. Students are to receive a minimum of 15 hours of classroom instruction weekly with job assignments up to 15 hours per week. Grades and credits toward graduation are to be earned for classroom and work assignments.

-Practical work experience is received under supervision on or off campus.

-Parental, building staff and community cooperation and involvement are essential.

PROGRAM OPERATION

It has been stated in the guidelines that structure is the keystone of the special class program.

Broad Guidelines

Though most teachers find the morning best for teaching academics, the important consideration is the alternation of types of activities:

- -Does the teacher plan to alternate active and quiet learning activities?
- -Does the teacher alternate group and individual sessions?
- -Does the teacher alternate gross and fine motor activities (when appropriate)?
- -Does the teacher include both directed and free-choice activities?

General Format

Does each day include...

- -personal contact with teacher, other adults and other students?
- -flexibility? Allow for interruptions, and extension or change of lesson time, for special occasions.
- -three types of instruction? These include total group activities, directed teaching in small groups, and individual help.
- -balance between mental and physical activities?
- -time for self-concept development? This includes self-teaching, creative use of materials, personal guidance, self-expression in any form, and evaluation.
- -provide a variety of experiences, both concrete and vicarious? At the end of each day a student should be able to say, "Today I did _____ for the first time!"

PROGRAM OPERATION
Individualized Educational Programs (IEPs)
(See pp. 14-79 through 84)

Why IEPs?

-Individualized educational programs are the means by which the quality of educational services may be directly addressed.

-IEPs enable educators to tailor their teaching and training to the individual student's strengths and weaknesses.

-Most important, however, the development and use of IEPs will assure that children with special learning needs will have greater opportunities for successful educational experiences.

Does the Teacher Have?

-A log of classroom activities?

-A source of information about the group? (The substitute will appreciate having a seating chart, students in reading groups, list of monitors, fire drill exit, special lesson times--P.E., music, library, speech, etc.--any unusual behavior problems, and the management techniques that seem to work best.)

-A variety of materials and methods used in instruction?

-A written copy of the implementation plan from each student's IEP?

Does Each IEP Indicate?

-The student's present levels of educational performance?

-Educational objectives and teaching strategies?

-An ongoing, regularly scheduled evaluation design, consistent with the goals of the program, which will measure student progress?

-Dates when services are planned to begin? How long they'll continue?

-Planned services adapted to the needs, abilities or disabilities of each individual child?

-Program and service models designed for each exceptional child?

-A statement of the amount of time the student will be able to participate in the regular program?

PROGRAM OPERATION
Classroom Arrangment

Arrangement and organization of the physical setup of a classroom is an individual matter concerning a particular teacher's style and the requirements of a particular group of students. It is an important part of teaching and should be well thought-out. Appropriate classroom arrangement can contribute to the learning environment, to behavior management and to the smooth accomplishment of various learning activities.

What Should be Considered in Planning?

Teachers usually like to divide the classroom into areas for different types of activities. Such areas might include:

-An area for quiet activities appropriate for age group.

-An area for small group or individual instruction with chalkboard space and table.

-An area for small group discussions, planning, etc. Students may be seated on chairs, or on cushions or on the floor.

-An area for individual desks for independent seatwork activities or whole group instruction.

-An area for learning stations.

You may find it helpful and time-saving to experiment with your room design on graph paper. Arrange and rearrange until you come up with several plans. Keep in mind:

-Work areas should be turned away from windows.

-Materials should be located near work areas.

-Areas should be allowed for group work, individual work, interest centers, display areas, and learning centers.

-Pencil sharpeners and wastebaskets should be out of the main traffic patterns.

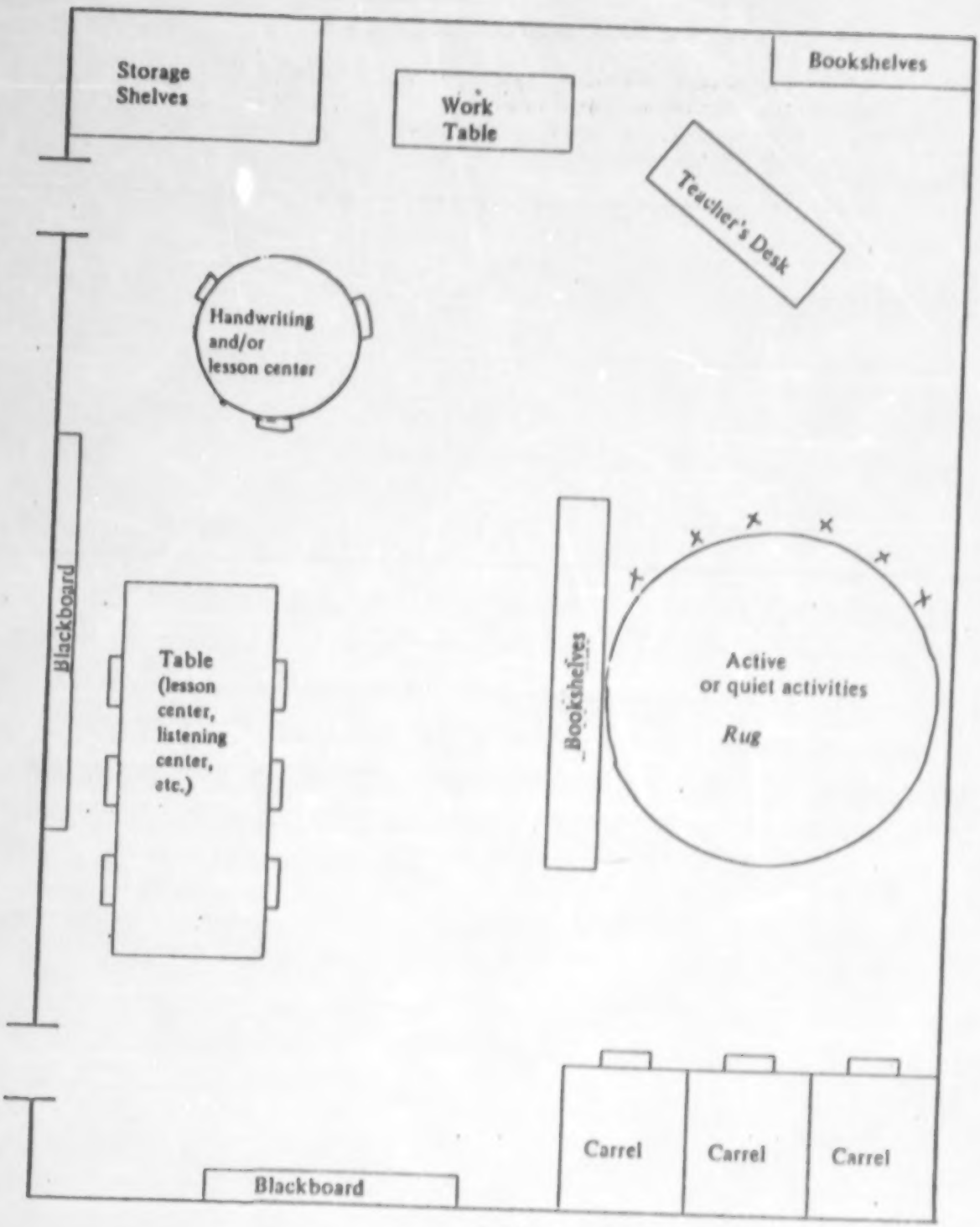
-Traffic should not flow through your work areas.

-Location of electrical outlets should be noted.

-Plants, flowers, dividers, pottery, rugs and drapes can help to create a pleasant atmosphere. Students, friends and families are usually eager to help you collect special furnishings for your room.

Sample layouts for classroom arrangements follow:

PROGRAM OPERATION
Sample One



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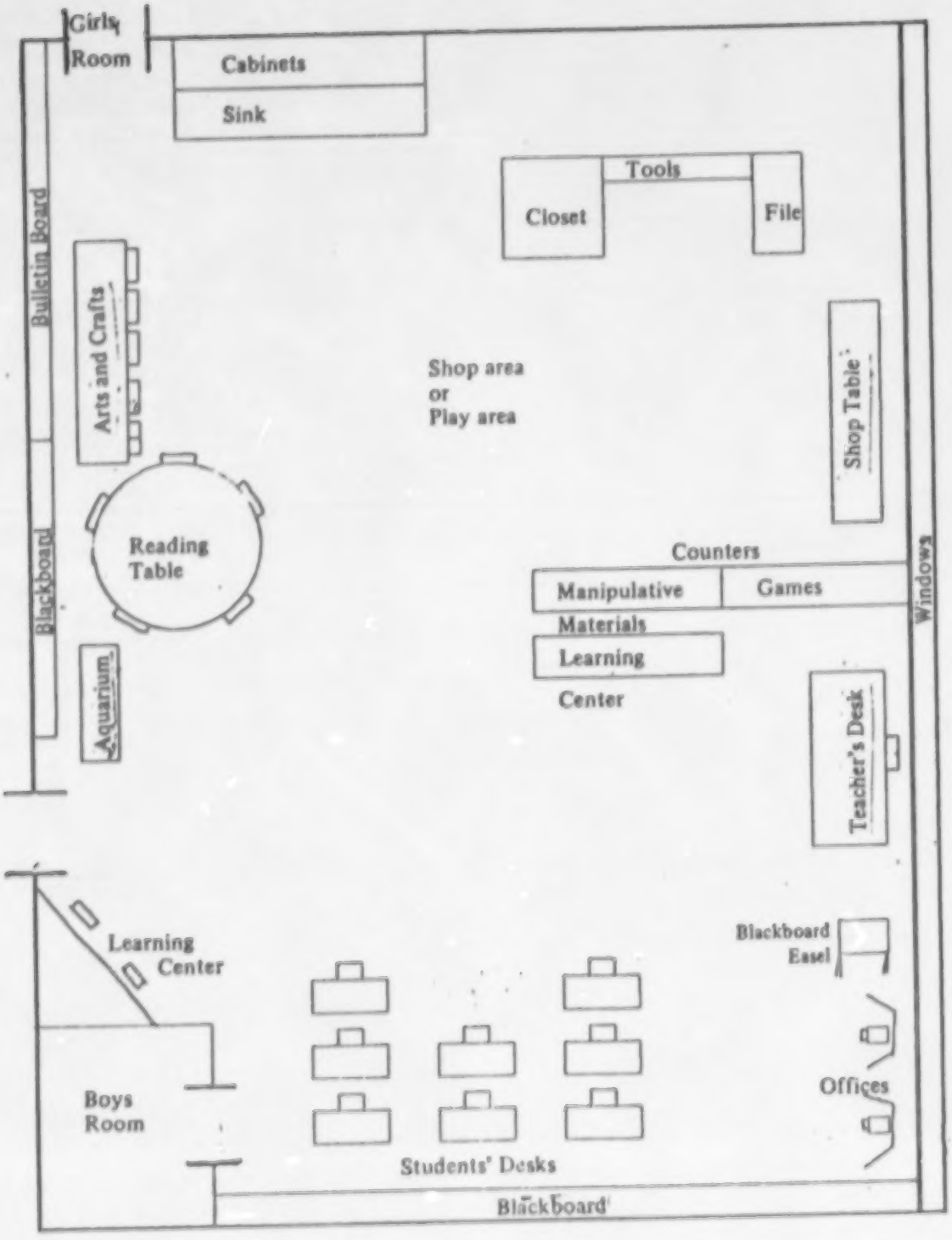
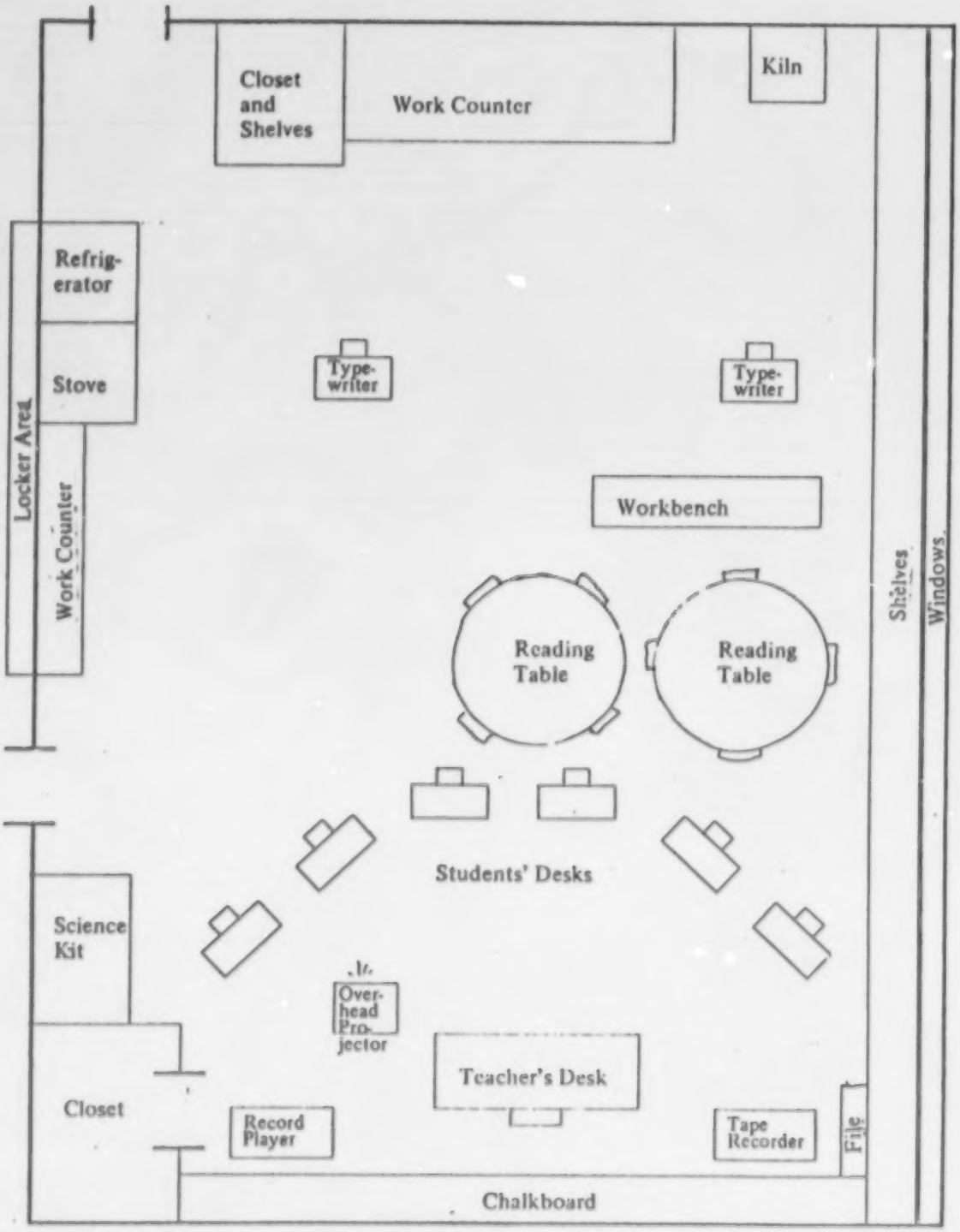
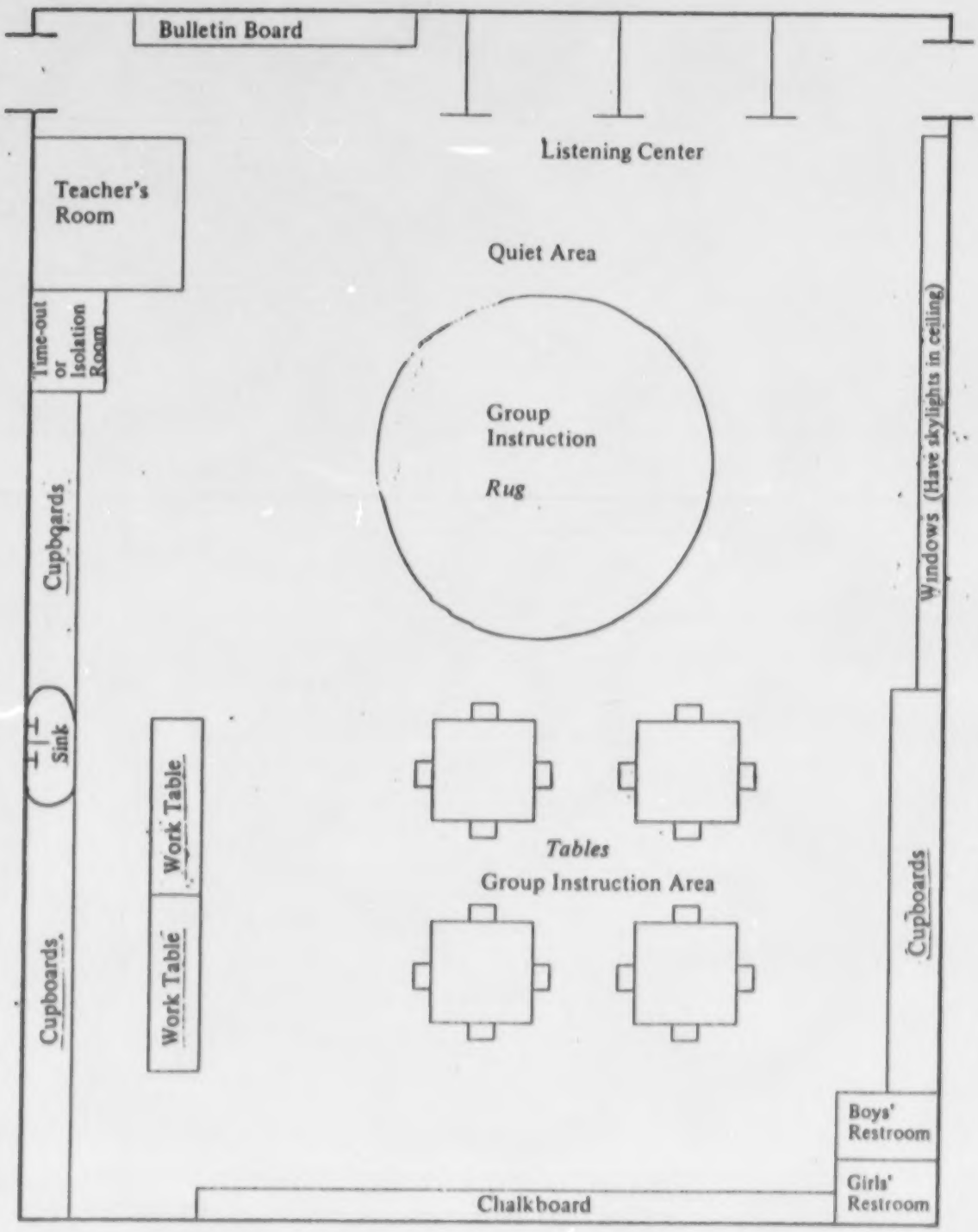
PROGRAM OPERATION
Sample Two



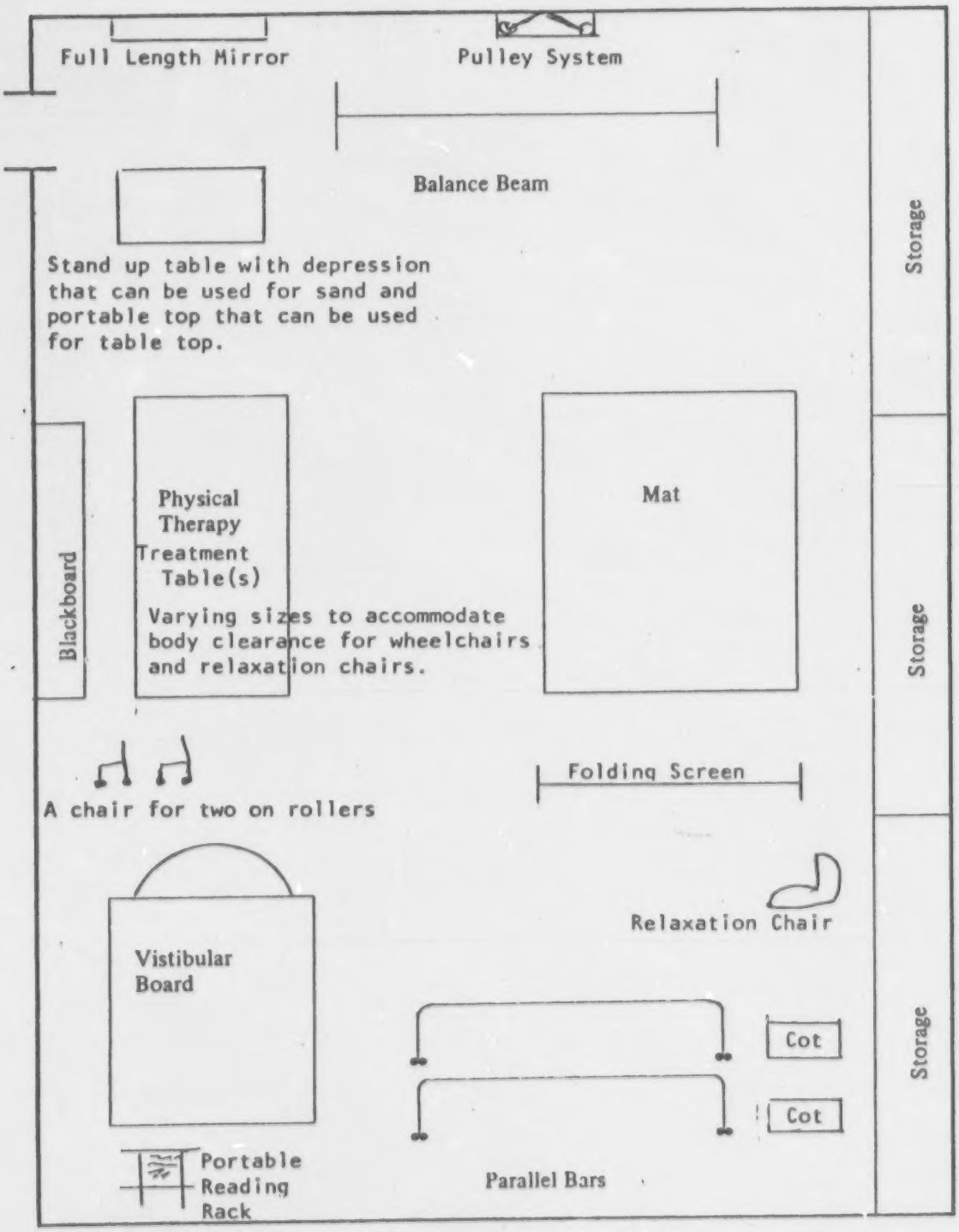
PROGRAM OPERATION
Sample Three



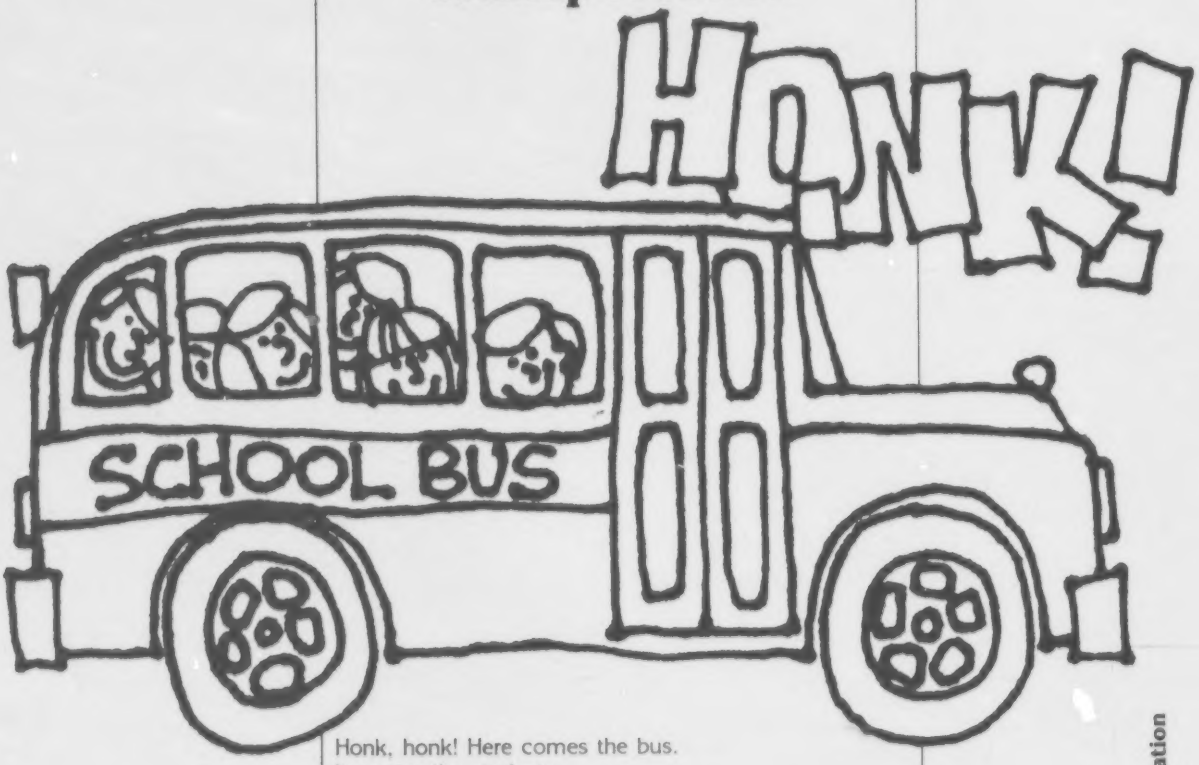
PROGRAM OPERATION
Sample Four



PROGRAM OPERATION
Physical Therapy



Transportation



Honk, honk! Here comes the bus.
It carries the students,
It carries the team.
It carries us all without any fuss.
It carries the wheelchairs,
It's equipped with a lift.
Honk, honk! The bus is for ALL of us!

Getting students to-and-from school requires a lot of planning. When the students are handicapped, planning must be even more sophisticated to assure that these students do not spend more time on a school bus than is absolutely necessary, and that needed equipment is available.

What if a handicapped child lives only one-half mile from school and the law says that no bus route shall be maintained for distances less than one mile. What do we do?

The Public School Code allows for the removal of minimum distance limitations by the Department of Education for bus routes serving exceptional children.

May an exceptional child be bussed to a nonprofit traning center instead of a public school?

Yes, when the district contracts with a nonprofit educational training center.

We have exceptional children riding almost all of our busses, not just the special bus, and the drivers are worried about how to handle the problems that might arise. Can we get help?

Write the State Transportation Division and let them know that you have an inservice training need. The Transportation Division can allow reimbursement to drivers for inservice training and will assist in carrying out the inservice. Don't Hesitate!

What happens if a special child with special bussing needs is the only one in the district, now what?

Your local school board, with the approval of the State Transportation Director, may provide per capita or per mile reimbursement to the parents or guardians. Be sure and make the amount paid reasonable and comparable to that which would be paid a bus contractor to be in accord with the Public School Code.

What if the driver needs assistance with the special students?

The Special Transportation Distribution will provide that portion of an aide's salary while serving the transportation need, at the hourly rate of that aide.

Refer to the ADMINISTRATORS HANDBOOK on PUPIL TRANSPORTATION.

TRANSPORTATION

Transportation of exceptional children requires closer communication and working relationships between the parent, administrators, teachers, bus drivers and aides than are needed in the transportation of regular students. The following checklist may stimulate planning more appropriate transportation for some exceptional children.

____Do you know the number of exceptional children to be transported?

____The types and severities of these exceptionalities?

____How many of them can ride the regular bus routes with the other students?

____Have you considered the lack of physical endurance of some of these students when planning bus schedules?

____Are drivers complying with requirements in the New Mexico Bus Driver's Manual?

____Have bus drivers completed a first aid course? The inservice training course offered by the State Transportation Division?

____Are aides trained to serve on the buses? Can the same aides serve in the classroom? Can the driver be trained as an aide to also serve in the classroom?

____Are <u>parents</u> aware of their responsibilities?

- ____to know the bus schedule and pick-up location?
- ____to have their child fed, properly clothed and ready for the bus each morning?
- ____to call school officials is the child will not be attending school that day?
- ____to be at home (or to have someone there) to receive the child when he returns home?
- ____to prepare, in cooperation with their physician if necessary, a card for the driver which contains: student's name; home address, telephone number and emergency phone number; nature of child's problem (by need, not by label); suggested steps to be taken in event of illness, seizure, etc., while riding the bus; medication; other special instructions?

____Are teachers of exceptional children prepared to assist the student in getting ready and being on time for the bus trip home?

____Are parents and teachers aware of the responsibility of teaching the student the proper behaviors for the bus?

____Are drivers and aides sensitive to seating positions in the bus; e.g., placing children with mobility handicaps near the front, keeping children apart who fight when together, etc.?

____Does the driver know the safest and most direct route to the hospital or medical center?

____Will special equipment, such as wheelchair lifts, seat harnesses, etc., be needed to transport some children in your district/school?

____If purchase of a new bus is being planned, should consideration be given to ordering customized equipment?

____Can two districts/schools cooperate in the purchase and use of highly specialized transportation equipment?

____You are POSITIVE no child or youth in your district/school is being denied a free public education through lack of transportation!

Inservice Training

We're **in the service** now!
We're not behind a plow.
We learn again just how to teach.
That every child we'll surely reach!
We're **in the service** now!

Inservice training is the very heart of staff development. Here are ideas that suggest "how to" develop a program to meet staff needs.

INSERVICE

WORKSHEET

Do you have a regularly scheduled inservice plan in your district?

☐ Yes ☐ No ☐ Not Sure

Who is responsible for initiating Special Education-related teacher-training activities in my district?

☐ Director of Instruction ☐ Superintendent

☐ I AM RESPONSIBLE ☐ Other

☐ We don't have any teacher-training (HOW COULD YOU!!!)

Are there talented persons within my own district who could increase the effectiveness of my staff?

☐ Yes ☐ No ☐ Not Sure

Have others outside my district who could be effective in teacher-training been contacted?

☐ Yes ☐ No ☐ Not Sure

How does the Superintendent and/or our Board of Education feel about inservice training/education?

☐ They feel it is an essential component of our total education plan.

☐ They feel teacher-training is a function of the universities and should be initiated by them.

☐ They really don't care one way or another.

☐ They are willing, but who is going to pay for this?

Steps which can be taken to initiate worthwhile teacher-training for my Special Education teachers and other interested personnel:

☐ Talk to the Superintendent and/or Board regarding the need for inservice.

☐ Talk to all my teachers regarding their need areas.

☐ Talk to possible candidates for holding training sessions.

☐ Find a gold mine to pay for this training.

Continued, planned inservice training for special education (and other related areas) personnel is an important key to program growth and efficiency.

The special education program director, or other designated district personnel, should assume the responsibility for initiating and carrying out planned in-service for the local district. In cooperation with the State Department of Education, Division of Special Education personnel and other resource persons and agencies, local talent may be used in upgrading teacher competencies.

Some sample areas of suggested topics might include the following:

-Developing Individualized Education Programs for students. Take test information on one student--with all personal identifiers removed--and develop plans, as a group, for that student. Form a group to develop plan for following session. Goal is to develop prescriptive plans for each student that include short-term and long-term objectives and a time line to complete the goals.

-Learning new approaches in teaching children of different exceptionalities.

-Understanding and implementing Special Education Regulations.

  -Overview to exceptional children
  -Special Education Regulations
  -High incidence exceptionalities (EMH, TMH, BD, LD, CD)
  -Special education in the regular classroom
  -Parent conferencing
  -Referral characteristics
  -Program alternatives
  -Low incidence exceptionalities (HI, PI, VI, G, DB, SDI)
  -IEP
  -Public relations.

-Acquainting Special Education staff members with local, district and state resources which complement the services offered by the local school district. Ask representatives to come in at planned intervals to discuss their roles. Examples:

  -School Nurse
  -Crippled Children's Services

-County Health
-School Lawyer
-Health and Social Services
-Juvenile Officer
-School Attendance Officer
-Department of Vocational Rehabilitation

Sessions may be set up on a weekly, bi-weekly, monthly or other time basis, designed to meet local needs.

Mechanics for Inservice:

The following are possible ways to organize inservice sessions:

-Organize inservice training during the summer months and compensate staff for attendance.

-Organize inservice sessions during the school year:

-Give the staff released time during the school day, hiring substitutes to cover classes.

-Dismiss students early and utilize that time for inservice.

-Hold inservice sessions after regular school hours or on Saturdays and compensate staff accordingly.

-Use preschool orientation days for inservice.

In all cases, a local district may wish to request approval from the State Department of Education, Certification Division, to utilize inservice sessions toward recertification of staff members when applicable.

Sample Needs Assessment Program

The following model could be used to assess district needs at any level, i.e., administrators, special education (teachers, aides, bus-drivers), etc. Then structure inservice training accordingly.

Step I: Ask all participants to individually list needs as they view them. (Four participants are used in the example.)

Step II: The chairman lists the needs on chalkboard. If the same need is given by more than one committee member, it is listed only once by the chairman. Fourteen needs were identified, and each person was asked to prioritize ten needs.

Step III: Each committee member prioritizes the needs using the following rank order system. The sample shows the priority list of committee member No. 1.

Priority	Needs	Rank Value
1	Classroom Behavior Techniques	10
2	...	9
3	Materials	8
4	Music	7
5	Prescription	6
6	...	5
7	...	4
8	...	3
9	...	2
10	...	1

Step IV: The chairman records the committee members' ranking in the following manner:

	Behavior	Materials	Music	Prescription
Member No. 1	10	8	7	6
Member No. 2	2	10	5	9
Member No. 3	6	9	2	5
Member No. 4	8	10	1	9
Totals	26	37	15	29

Step V: List needs according to above rankings. The highest score reflects the greatest need.

Priority 1, which totaled 37, is Materials
Priority 2, which totaled 29, is Prescription
Etc.

Needs Assessment Through Skill-Development Checklist

The 50-item checklist which begins on the next page can provide information on teacher strengths and weaknesses relative to diagnostic assessment of students and writing of individualized education programs. Combine the data from all teachers to determine the priority of inservice training needs.

Writing Individual Education Plans
Diagnostic Assessment

Mastery	Very Good	Good	Fair	Poor
1	2	3	4	5
(always)	(usually)	(often)	(sometimes)	(almost never)

Read each of the following statements thoughtfully. Then rate yourself on a 1-5 scale (as indicated above) in terms of whether you have mastery in the specific skill.

If you are not sure whether you can demonstrate proficiency in a particular skill, put (?). If you know you cannot or do not perform the skill stated, rate yourself (0).

I CAN: *Adjust curricula to suit the ability, the needs, and the interests of exceptional children.*

____ 1. Design and sequence learning experiences to achieve learning and behavioral objectives.

____ 2. Select or develop remedial materials to accommodate specific skill deficits (auditory, visual, kinesthetic).

____ 3. Improvise instruction from a wide variety of equipment (calculators, newspapers, musical instruments, games).

____ 4. Develop tasks which are in each student's range of ability to perform.

____ 5. Organize curricula around meaningful social and academic experiences, using developmental and learning theories.

* *

I CAN: *Plan and implement a variety of instructional techniques.*

____ 6. Select teaching technique best suited to achieve learning objectives (idependent study, group investigation, programmed instruction, learning center, inquiry method).

____ 7. Organize centers of activities that will allow students to choose activities that best suit their learning styles and interests.

____ 8. Organize group activities that challenge students to work in several levels of difficulty with each student working at an optimal level.

____ 9. Give recognition and reinforce accomplishments of the student.

____ 10. Use varied techniques to stimulate student responses and participation.

* *

I CAN: *Manage behavior and instruction for effective teaching and learning.*

____ 11. Use appropriate behavior management techniques which promote self-management and student responsibility.

____ 12. Provide for a combination of individual, small-group and large-group activities within the classroom.

____ 13. Organize classroom activities to obtain maximum benefit from volunteers, aides and tutors.

____ 14. Develop an efficient schedule for teaching, assessment, and liaison work.

____ 15. Manage inappropriate behavior so that the child displays a consistent low frequency of such behavior.

* *

I CAN: *Promote acceptance of individual differences among all children.*

____ 16. Provide opportunities for open communication among students.

____ 17. Encourage children to understand and accept the feelings and beliefs of others.

____ 18. Develop a trust relationship with students through fairness, consistency, and openness.

____ 19. Provide a warm, supportive classroom climate.

____ 20. Conduct activities (role playing, discussions) which encourage an acceptance of individual differences.

* *

I CAN: *Establish appropriate goals for the exceptional child.*

____ 21. Involve the student and his parents in establishing learning and behavior goals.

____ 22. Conduct a task analysis to identify basic skills needed by each learner to achieve specified curriculum objectives.

____ 23. Develop tentative objectives for instruction including short-term and long-term goals.

____ 24. Cooperate with colleagues (special educators, counselors, previous teachers) in developing appropriate objectives and learning experiences for each child.

____ 25. Involve the class in establishing group learning and behavior goals.

* *

I CAN: *Administer and interpret appropriate tests which determine the child's needs and abilities.*

____ 26. Formulate educational implications for medical, psychological, and diagnostic reports.

____ 27. Interpret background information from permanent records in order to determine a student's needs and abilities.

____ 28. Administer and interpret standardized (norm-referenced) tests designed to assess learner's potential achievement and learning mode.

____ 29. Select or construct informal assessment methods (inventories, criterion-referenced) to assess the student's present level of academic performance.

____ 30. Gather pertinent information from parents concerning the child's needs and abilities.

* *

I CAN: *Possess knowledge of fundamental issues, of terminology, and of the rationale for mainstreaming handicapped children.*

____ 31. Explain the rationale for mainstreaming mildly handicapped children.

____ 32. Compare and contrast various administrative models (itinerant teachers, resource rooms, special classes) for serving mildly handicapped children.

____ 33. Discuss the state laws and State Department of Education guidelines for programs for exceptional children.

____ 34. Identify learning and behavioral characteristics of individual children that indicate the need for special teaching or management procedures.

____ 35. Demonstrate understanding of basic terminology used in special education of exceptional children.

* *

I CAN: *Record and report student progress.*

____ 36. Design a recording system for each child which indicates his daily progress in relation to stated objectives.

____ 37. Write an objective summary of learner progress and periodically communicate such information to the child and his parents.

____ 38. Maintain pertinent records on a child for the purpose of referral to specialists if necessary.

____ 39. Select or develop informal evaluation techniques to monitor the child's progress toward stated curricular objectives.

____ 40. Assist students in self-evaluation of learning and behavior objectives.

* *

I CAN: *Manage resources which can be used for instruction of exceptional children.*

____ 41. Recruit, select, train, and monitor aides or volunteers (parents), to assist with classroom activities.

____ 42. Obtain support services for a handicapped child from appropriate agencies.

____ 43. Plan and coordinate the activities of the resource and regular classrooms to meet the common goals of the students.

____ 44. Involve teachers, at various levels, and other pupil personnel staff in planning and conducting learning activities.

____ 45. Use peer or cross-age tutoring in appropriate situations.

* *

I CAN: *Communicate with parents, with colleagues, and with community about the goals and the activities associated with mainstreaming*

____ 46. Participate in activities designed to promote community awareness of the purposes of mainstreaming the mildly handicapped.

____ 47. Conduct in-service programs for school personnel on the topic of mainstreaming.

____ 48. Conduct individual and group conferences with parents concerning the intent of mainstreaming.

____ 49. Explain to parents the goals and teaching techniques used with their child.

____ 50. Serve as a supportive counselor for parents in implementing a planned program for the child's intellectual and social development.

* *

Training Syllabus for Regular Education Teachers and Administrators

Staff members in the Division of Special Education, State Department of Education, have developed a syllabus of behavioral objectives for regular classroom teacher training in special education. The syllabus was developed to try to bring consistency to the training of regular class teachers in basic understanding of exceptional children, their special needs, and the foundations of special education programs.

The syllabus for seven inservice modules follows. Further information on inservice training may be obtained from the Division of Special Education.

MODULE A

Overview of Exceptionalities

Participants: Regular Classroom Teachers

1. Definitions:

   For each of the following exceptionalities within special education:

   Hard of Hearing and Deaf
   Visually Impaired and Blind
   Physically and/or Other Health Impaired
   Trainable and Educable Mentally Retarded
   Behaviorally Disordered
   Learning Disabled
   Gifted
   Communication Disordered
   Severely/Developmentally Handicapped

   a. Each Regular Classroom Teacher will be able to identify definitions utilized in the State of New Mexico Special Education Regulations.

   b. Each Regular Classroom Teacher will be able to discuss orally, or in writing, the various components of each definition.

2. Incidences:

   For each exceptionality, the Regular Classroom Teacher will be able to discuss orally and in writing the educational implications relative to incidence/prevalence data.

3. Historical and Current Trends:

   For each exceptionality, the Regular Classroom Teacher will be able to discuss orally, or in writing:

   a. Historical trends and concepts.

   b. Current status, issues and trends.

4. Characteristics:

   The Regular Classroom Teacher will be able to cite general characteristics for each exceptionality.

MODULE B

Identification/Assessment

Participants: Regular Classroom Teachers

Entry Requirements: Completion of Module A

1. Identification:

The Regular Classroom Teacher will be able to:

a. Identiry pupil characteristics which may indicate the need for referral and possible assessment.

b. Cite behaviors related to specific handicapping conditions in the areas of:

1. Social adjustment,
2. Academic performance,
3. Physical/medical conditions, and
4. Psychological/emotional adjustments.

c. Identify varying degrees of behaviors related to handicapping conditions.

2. Assessment:

The Regular Classroom Teacher will be able to:

a. Complete a teacher observation report for initial referral.

b. Demonstrate understanding of the various roles of assessment procedures for special education placement.

c. Demonstrate knowledge about assessment procedures.

d. Demonstrate basic knowledge about interpretation of diagnostic tests.

3. Developmental Characteristics:

The Regular Classroom Teacher will be able to:

a. Demonstrate basic knowledge about child development in the following areas: 1) motor, 2) social, and 3) language.

b. Compare developmental characteristics of "normal" and "exceptional" children.

MODULE C

Affective Aspects

Participants: Regular Classroom Teachers

Entry Requirements: Completion of Modules A and B

1. Personal Attitudes:

After presentation of training in self-awareness, the Regular Classroom Teacher will develop positive and realistic attitudes toward exceptional individuals in the following areas:

a. To become aware of one's value system through the opportunity to share feelings, needs and concerns about teaching exceptional children.

b. To participate in values clarification activities.

c. To recognize one's personal values as possibly being in conflict with other educational value systems.

d. To note the implications of conflicting value systems.

e. To become aware of the needs and uses for demonstrating interpersonal skills and value clarification with others.

f. To develop a personal educational value system for one's self.

2. Awareness of Feelings:

Through demonstration of awareness tasks (e.g., simulating a handicapping condition; interviewing a handicapped person), the Regular Classroom Teacher will exhibit sensitivity to the experiences of being or having a handicapping condition through:

a. Understanding student feelings and behavior.

b. Understanding influences of the child's environment and its effect on behavior and academic performance.

c. Understanding or awareness that exceptional individuals experience same emotions as other individuals.

3. Influence of Teacher Attitudes:

The Regular Classroom Teacher will recognize and describe potential positive and negative effects of different attitudes, expectancies, and tolerance of handicapped students and be able to:

a. Describe reactions to individuals who have a variety of handicaps.

b. Recognize that attitudes and expectations may have a significant effect on students' behavior and achievement.

4. Interaction With Handicapped Persons:

The Regular Classroom Teacher will become more comfortable in dealing with the exceptional person through:

a. Increased contact with handicapped persons.

b. More effective communication with handicapped persons.

MODULE D

Improved Referrals

Participants: Regular Classroom Teachers

Entry Requirements: Completion of Modules A and B

1. Referral Procedures:

The Regular Classroom Teacher will be able to:

a. Demonstrate procedures necessary to initiate a referral.

b. Cite steps necessary for making a student referral in his/her school district.

c. Accurately complete a referral form used for the respective school district or a district in the state.

2. Consequences of Referrals:

The Regular Classroom Teacher will demonstrate understanding of the:

a. Influences on the child's educational career.

b. Influences on the teacher's role in the classroom.

c. Utilization of teacher observations.

3. Screening of Referrals:

The Regular Classroom Teacher will be able to cite:

a. Procedures implemented after referral application is submitted for further diagnosis.

b. Basic information regarding decisions about tests designated for further referral information and differences between screening and formal testing.

4. Information Necessary to Receive From the Classroom Teacher:

The Regular Classroom Teacher will be able to provide:

a. Achievement information.

b. Representative samples of classroom work.

c. Observations regarding effective educational strategies to utilize with the child.

d. Case history information regarding family, medical, and school background.

e. Current level of functioning socially, academically, and emotionally based on observations and informal tests.

f. Self-concept estimates.

5. Available Resources:

The Regular Classroom Teacher will:

a. Be familiar with types of programs available for the exceptional child.

b. Be able to describe the parent/school relationship in the referral process.

c. Be aware of available community services and resources.

d. Be able to describe the "least restrictive environment" concept for the exceptional child.

MODULE E

Behavior Management Techniques

Participants: Regular Classroom Teachers

Entry Requirements: Successful Completion of Modules A and B

1. Appropriate Instruction and Materials:

   The Regular Classroom Teacher will develop an understanding of human behavioral interaction necessary to:

   a. Become aware of techniques of observing behavior.

   b. Develop skills in observing behavior.

   c. Develop skills in recording observed behavior.

   d. Develop an awareness of the influences which affect behavior.

   e. Develop an awareness of the significance of specific student and teacher behaviors.

2. Instruction and Materials:

   The Regular Classroom Teacher will demonstrate an understanding of how to effect change in specific behaviors through:

   a. Identifying and pinpointing behaviors which affect the successful functioning of the individual and the classroom.

   b. Becoming aware of various strategies of shaping behavior.

   c. Becoming aware of environmental arrangements which affect behavior.

   d. Involvement and interaction with the persons who are available as resources to assist with behavior management techniques.

MODULE F

Individualized Programs of Instruction

Participants: Regular Classroom Teachers, Administrators, Special Education Teachers, School Counselors

Entry Requirements: Completion of Modules A and B

1. Major Components of Individualized Program of Instruction:

   The Regular Classroom Teacher will demonstrate knowledge about:

   a. Educational/criterion referenced assessment information.

   b. Statements of relevant annual goals and short-term objectives.

   c. Activities necessary to obtain goals and objectives.

   d. Time frames and techniques for implementing goals and objectives.

2. Behavioral Objectives:

   The Regular Classroom Teacher will be able to write behavioral objectives.

3. Levels of Functioning:

   The Regular Classroom Teacher will be able to analyze the student's current level of social, emotional, and academic functioning necessary to interpret an individualized program of instruction.

4. Awareness of Instructional Strategies:

   The Regular Classroom Teacher will demonstrate awareness of:

   a. Instructional tasks appropriate to student strengths and weaknesses.

5. Performance Criteria:

   The Regular Classroom Teacher will be able to designate criteria for acceptable performance and evaluation methods.

6. Available Resources:

   The Regular Classroom Teacher will become:

a. Knowledgeable about parent/school relationships in the referral and staffing processes.

b. Familiar with different types of instructional and related services available for the exceptional child.

c. Aware of the "least restrictive environment" concept for an exceptional child within their respective community.

d. Aware of available school support and community services and resources.

MODULE G

Teaching Skills

Participants: Regular Classroom Teachers

Entry Requirements: Successful Completion of Modules A and B

1. Individualized Instructional Programs in the Regular Classroom:

The Regular Classroom Teacher will be able to implement individualized instructional programs for use within the regular classroom through:

a. Implementation of the individualized program of instruction in coordination with other ancillary staff.

b. Awareness of modifications of instruction and materials relevant to particular types or degree of exceptionality.

c. Awareness of instructional activities in academic areas appropriate to the assessed developmental levels of the students.

d. Sequential arrangement of tasks from simple to complex behaviors.

e. Learning to choose and adapt appropriate instructional materials specific to the needs of the special learner.

f. Becoming aware of all options for assistance with instruction including the use of materials, equipment, and student or adult tutors.

2. Regular Classroom Scheduling:

The Regular Classroom Teacher will be able to develop a classroom schedule and structure accommodating individual differences necessary to:

a. Provide individual small group and large group activities in academic and related areas.

b. Become aware of the influence of the physical classroom arrangement on the students' learning.

c. Develop an understanding of how to modify the classroom schedule to meet all arising learning situations.

3. Evaluation of the Classroom Program:

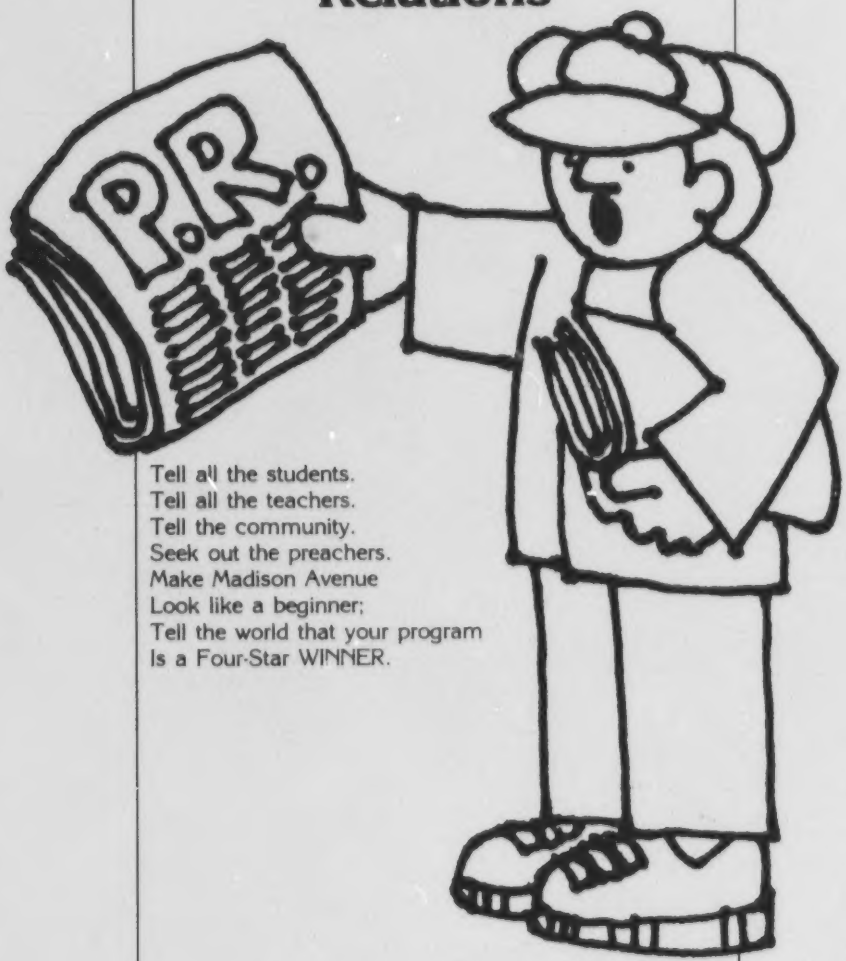
The Regular Classroom Teacher will be able to evaluate classroom programs and pupil progress through:

a. Analyzing components of each sequential task.

b. Becoming aware of recording and reporting data (information) about pupil progress to students, ancillary personnel, and parents.

c. Developing an awareness of incorporating evaluative information into modifications for the individual or classroom program.

Public Relations



Tell all the students.
Tell all the teachers.
Tell the community.
Seek out the preachers.
Make Madison Avenue
Look like a beginner;
Tell the world that your program
Is a Four-Star WINNER.

PR is important in any venture!

Especially in school business. Contained herein are tips on use of the media, brochures, workshops and parent input. Communication is the key!

Public Relations Worksheet

Are your regular classroom teachers aware of the role Special Education plays in your school?

☐ Yes ☐ No ☐ Not Sure

Are all administrators in your district aware of the range of services provided by Special Education?

☐ Yes ☐ No ☐ Not Sure

Do you feel your community is aware of what Special Education is trying to do for exceptional students?

☐ Yes ☐ No ☐ Not Sure

Do you feel you have done enough Public Relations work in the community to assure Special Education its proper place in the area of education?

☐ Yes ☐ To Some Degree ☐ Not Sure ☐ No

(BULLY FOR YOU!)

If you didn't answer yes . . . read on!!

PUBLIC RELATIONS
Tips: Two-Way Flow

For many years the term "Special Education" has been synonymous with Mental Retardation. In expanding services to meet the needs of a much wider range of exceptionalities, it has become imperative to both sell and to explain the program to persons outside the field. The following suggestions may help to increase knowledge while decreasing the apprehension aroused by the term "Special Education."

SPECIAL EDUCATION PROGRAM: Flow to Community and Parents

*Schedule mini-workshops for parents. Hold a series of one-night sessions.

*Make presentations at civic organizations. Actively solicit opportunities to speak to civic clubs and parent groups to explain your program. Many erroneous ideas concerning Special Education can be cleared up by supplying accurate information.

*Invite legislators. Issue written letters of invitation to all area legislators to visit your Special Education programs. It is both their right and their responsibility to be aware of your program if they are to perform responsibly during the legislative sessions.

*Use communication media:
Newspaper--Run a series of articles in the local news and media explaining annually the services available to exceptional children in your school district.
Radio--Structure radio interviews on the talk shows to explain Special Education services. Run radio spot announcements or thirty-second blurbs to give information on your program.
Television--Make use of the educational channel to show Special Education programs in action.

*Print up brochures and a newsletter. Develop a series of brochures explaining briefly each facet of the Special Education program in your district. Develop a monthly newsletter to parents and interested agencies to keep Special Education news flowing.

COMMUNITY AND PARENTS: Flow to Schools

*Be involved as a parent. Structure and make active use of Advisory Council for parent feedback. Encourage student-teacher-parent socials to develop communication in an informal setting. Initiate home visits by staff to establish rapport and understanding of the program with parents.

Extras

*Encourage participation of Special Education graduation students in commencement exercises.
*Encourage participation of eligible students in "Special Olympics."

IN-HOUSE PUBLIC RELATIONS

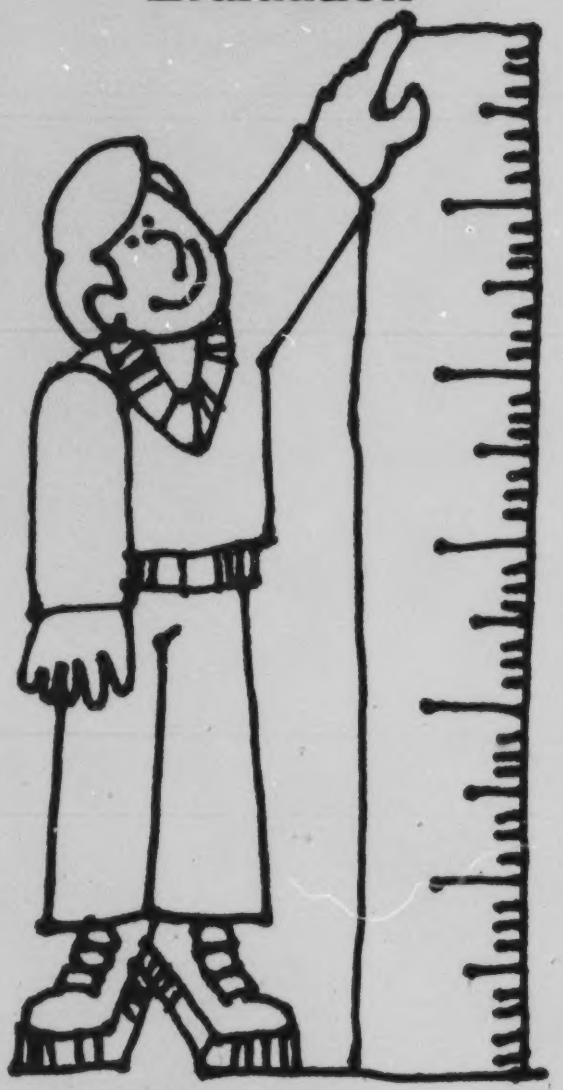
*Schedule individual building meetings to explain program and need for additional materials and supplies, desired projected outcome of program to regular classroom teachers. They sometimes resent Special Education and feel it is a waste of money and materials.

*Encourage regular classroom teachers to visit special programs at any time their individual building principals can release them. Solicit support from local Superintendent and Board of Education for this visitation.

*Enlist the help of your faculty in spreading the word regarding Special Education. Administrators cannot perform their duties satisfactorily without their support.

*Share Special Education funding information with your teachers.

Program Evaluation



Are the students all progressing?
Is the money all well-spent?
Are the teachers all inserviced?
Are parents "in" by plan or accident?
You say the State Department's due
To audit your operation?
Won't they be surprised at your good marks,
Based on this evaluation information!

How do we know when we have a good program?

WORKSHEET

1. Are all district policies on special education available in written form?

Yes ☐ No ☐

2. Do all district personnel--administrative, teaching and ancillary--know the policies?

Yes ☐ No ☐

3. Do you think the parents of handicapped students know the district's policies regarding service to their children?

Yes ☐ No ☐

(It's time to communicate!)

4. Can you think of one <u>good</u> reason for avoiding self-evaluation?

Yes ☐ No ☐

(You win the creative thinking award...)

5. Would you like to audit your own school/district before the state administrative review?

Yes ☐ No ☐

(Read on!)

INTRODUCTION TO AGENCY SELF-EVALUATION

The educational agency can provide ongoing self-evaluation by using the checklist guidelines which follow. Self-evaluation can examine three levels:

Are necessary policies available in written form?

Do personnel (administrative, teaching, ancillary) and consumers know about these policies?

Are the policies implemented?

The checklist can provide information to refine or reformulate plans to correct areas of weaknesses. Ongoing self-evaluation by district administrators provides excellent preparation for the on-site administrative review by the State Department of Education.

SELF-EVALUATION GUIDELINES

PHILOSOPHY

1. The district has a written statement of its philosophy of special education. The philosophy includes a general statement regarding the district's educational goals for exceptional students. _____YES _____NO

2. The district has a definite written plan for services to exceptional students. _____YES _____NO

3. The district is attempting to provide special education and related services to every handicapped child. _____YES _____NO
   _____% served _____% unserved _____% identified & unserved

PUBLIC AWARENESS

4. The district has documented efforts to create public awareness of special education opportunities. _____YES _____NO

5. Information regarding the rights of handicapped children is in a language and in phrases which will be understandable regardless of ethnic, linguistic, or cultural background. _____YES _____NO

6. The district public awareness system includes procedures for locating, identifying, and referring handicapped children who are not in school or who do not have access to a special education program. _____YES _____NO

7. The public awareness system includes procedures for locating, identifying, and referring handicapped children who are in school but who do not have access to a special education program. _____YES _____NO

8. The school district secures an accurate census of exceptional students. _____YES _____NO

9. The district has a written referral process. _____YES _____NO

ORGANIZATION

10. The district has designated a person to administer, direct, and coordinate its program of special education. _____YES _____NO

11. The teacher-pupil ratio is in compliance with legal requirements. _____YES _____NO

12. The district utilizes all available sources of revenue and support for educating exceptional students. _____YES _____NO

13. The district contracts for special services not available in its existing special education program. _____YES _____NO

IDENTIFICATION

14. The school district has a systematic screening procedure to identify exceptional students. _____YES _____NO

    a. The teachers can appropriately recognize exceptional behavior in the classroom. _____YES _____NO

    b. Staff members who can appropriately select screening instruments are identified. _____YES _____NO

    c. Staff members who can appropriately administer group or individual screening instruments are identified. _____YES _____NO

    d. Staff members who compile the social history of the student are identified. _____YES _____NO

    e. Staff members who can appropriately interpret screening information are identified. _____YES _____NO

    f. Staff members who can make referral to the appropriate resource person/agency are identified. _____YES _____NO

15. Written procedures for identifying exceptional children have been disseminated to school personnel. _____YES _____NO

16. The identification procedures include academic progress, visual, hearing, communication, behavioral, psychomotor problems, and adaptive behavior. _____YES _____NO

17. The school's diagnostic procedure complies with Special Education Regulations. _____YES _____NO

    a. Personnel are available who can administer appropriate diagnostic instruments in the following areas: _____YES _____NO

(1) Intelligence _____YES _____NO
(2) Behavior _____YES _____NO
(3) Visual acuity _____YES _____NO
(4) Auditory acuity _____YES _____NO
(5) Visual perception/discrimination _____YES _____NO
(6) Auditory perception/discrimination _____YES _____NO
(7) Psycholinguistics _____YES _____NO
(8) Speech and Language _____YES _____NO
(9) Gross/fine motor coordination _____YES _____NO
(10) Achievement _____YES _____NO
(11) Other _____YES _____NO

b. Appropriate personnel are available who can interpret results of diagnostic instruments. _____YES _____NO

18. An Educational Appraisal and Review Committee determines eligibility and appropriate placement for exceptional students. _____YES _____NO

INDIVIDUALIZED EDUCATION PROGRAM

19. The district has a policy regarding the composition and procedures for the EAR/IEP committee. _____YES _____NO

20. The IEP format includes a list of individuals responsible for implementation of the IEP. _____YES _____NO

21. The parents or guardians are informed of their rights at the EAR/IEP committee conference. _____YES _____NO

22. There is a policy regarding parental participation in the IEP process. _____YES _____NO

23. There is a policy regarding arrangements of a mutually agreed upon time and place for EAR/IEP committee meetings. _____YES _____NO

24. There are procedures regarding documentation of attempts to involve parents on the EAR/IEP committee. _____YES _____NO

25. There is assurance of parental understanding of the proceedings of the EAR/IEP committee meeting, including procedures for arrangement of an interpreter for parents who are deaf or whose language is other than English. _____YES _____NO

26. A review of placement and IEP occurs at least once a year. _____YES _____NO

27. An educational program is devised from diagnostic information: _____YES _____NO

a. To focus upon the student's learning processes as described by the diagnostic workup. _____YES _____NO

b. To formulate instructional objectives based upon the student's needs. _____YES _____NO

c. To select appropriate instructional approaches to achieve stated individual objectives. _____YES _____NO

d. To select appropriate educational materials and techniques to implement the instructional process. _____YES _____NO

28. Exceptional students are integrated into regular classes when appropriate. _____YES _____NO

29. Academic and vocational classes are available to the extent that diversified vocational and academic goals are available for all handicapped students. _____YES _____NO

30. The educational program is supported by:

a. Necessary instructional materials. _____YES _____NO

b. Necessary instructional equipment. _____YES _____NO

c. Human resources necessary to affect the educational needs of the student, i.e., therapists, educational diagnosticians, social workers, media specialists, etc. _____YES _____NO

31. Instructional goals and objectives are clearly identified and measurable. _____YES _____NO

32. Instructional objectives are appropriately individualized. _____YES _____NO

33. Methods of teaching are appropriate for instructional goals. _____YES _____NO

34. Available resources for appropriate instructional activities are:

a. Identified. _____YES _____NO

b. Utilized. _____YES _____NO

STAFF

35. The special education staff is properly certified. _____YES _____NO

36. Inservice educational activities are provided to upgrade specific skill deficiencies of teachers, administrative, and paraprofessional personnel. _____YES _____NO

37. Inservice education activities are appropriate to keep the special education staff knowledgeable of new and innovative educational procedures. _____YES _____NO

38. Supervisory support is available to assist on a regular basis, make specific recommendations regarding strengths and limits of the classroom setting, coordinate support systems with various other staff members involved with the students. _____YES _____NO

PHYSICAL FACILITIES

39. The facilities are appropriate for meeting the needs and objectives of exceptional students. _____YES _____NO

40. Adequate instructional space is available. _____YES _____NO

41. Adequate space is available for support personnel. _____YES _____NO

42. Adequate storage space is available. _____YES _____NO

43. Transportation is provided for students where the need exists. _____YES _____NO

44. Class location is conducive to integration of students into selected academics, vocational classes, fine arts, physical education, etc. _____YES _____NO

45. The facilities are generally accessible to the handicapped. _____YES _____NO

PROGRAM EVALUATION

46. Student and class evaluations are made by staff members in relation to instructional objectives. _____YES _____NO

a. Teachers are able to ascertain the results of instructional process over a short period of time. _____YES _____NO

b. Teachers compare the results with those stated in the instructional objectives. _____YES _____NO

c. The instructional process is modified if results are different from those described in objectives. _____YES _____NO

47. The special education program is periodically evaluated with consideration to alternative programs. _____YES _____NO

48. Programs are operated within the framework of regulations adopted by the State Board of Education. _____YES _____NO

49. Student progress is reviewed at least annually by the EAR committee to recommend program continuance, modification, or termination. _____YES _____NO

CONFIDENTIALITY

50. The district has established policies and procedures concerning confidentiality and access to student records. _____YES _____NO

51. Parents of a handicapped child are given an opportunity to examine all records with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child. _____YES _____NO

52. The district keeps a record of parties obtaining access to information collected, maintained, or used (except access by parents and authorized employees of the district), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the information. _____YES _____NO

53. Parental consent is obtained before personally identifiable information is disclosed to anyone other than officials of participating agencies collecting or using the information. _____YES _____NO

54. The district protects the confidentiality of information at collection, storage, disclosure, and destruction stages. _____YES _____NO

55. One official at the district is responsible for insuring the confidentiality of any personally identifiable information. _____YES _____NO

56. Persons collecting or using personally identifiable information have received training or instruction regarding the state's policies and procedures. _____YES _____NO

57. The district maintains for public inspection a current listing of the names of those employees within the agency who may have access to personally identifiable information. _____YES _____NO

58. All personally identifiable information collected, maintained, or used is destroyed within five years after the information is no longer needed to provide educational services to the child excepting a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed. _____YES _____NO

59. Reasonable efforts are made to notify parents that they have the right to a copy of any information which has been collected, maintained, or used before destruction of the data. _____YES _____NO

DUE PROCESS

60. A conference is held and written notice is given to the parents of a handicapped child a reasonable time before the local education agency (1) proposes to initiate or change the identification, evaluation, or educational placement of the child or the free appropriate public education provided to the child (2) refuses to initiate or change the identification, evaluation, or educational placement of the child or the free appropriate public education provided to the child. _____YES _____NO

61. The informed consent form for the parents includes:

    a. A full explanation of all of the procedural safeguards available to the parents. _____YES _____NO

    b. A description of the action proposed or refused by the agency, an explanation of why the agency proposes or refuses to take the action, and a description of any options the agency considered, and the reasons why those options were rejected. _____YES _____NO

    c. A description of each evaluation procedure, test, record, or report the agency used as a basis for the proposal or refusal. _____YES _____NO

    d. A description of any other factors which are relevant to the agency's proposal or refusal. _____YES _____NO

62. The notice is written and/or given in language understandable to the parent. _____YES _____NO

63. The district has established policies and procedures concerning impartial due process hearings. _____YES _____NO

OTHER

64. The district has a policy for reevaluation for classification at least once every three years. _____YES _____NO

65. There is a policy stressing the necessity of having an IFP for each served child. _____YES _____NO

66. The district has a full range of placement options, or access to a full range of options. _____YES _____NO

67. The district has or has access to a full range of ancillary and support services. _____YES _____NO

Resource Agencies

Need some extra help for a special special child?
Don't cry alone. Pick up the phone,
Call the right folks and speak in a manner mild.
You'll find they want to help you
Without anyone getting all riled!

Included in this section is a list of agencies that can render valuable services to your programs, but most of all to the exceptional student.

RESOURCE AGENCIES

WORKSHEET

H
E
L
P
!

Are you familiar with the outside resource services available to your students?

☐ Yes ☐ No ☐ Not sure

Are your teachers familiar with the outside resources available to their students?

☐ Yes ☐ No ☐ Not sure

What are the problems encountered in your district, regarding outside resources?

- ☐ None located in my district
- ☐ Lack of communication between agencies
- ☐ Not enough effort on my part to seek out resource help
- ☐ My district is self-sufficient. I need no outside help (YOU'VE GOT TO BE KIDDING!!)

What will I do to remedy the situation?

- ☐ Assign a task force to compile a local directory of referral agencies
- ☐ Make a personal effort to contact resource agencies or delegate responsibility to others capable of carrying out this mission
- ☐ I have a much more original idea than those presented. It is: _____

_____

_____

_____

_____

Needed assistance	Agency	Services rendered
Educational diagnosis	Southwest Regional Service Center Old Mesilla School Las Cruces, New Mexico 88001 phone - 523-7750	. Educational diagnosticians to serve rural school districts will: →test →assist local educational Appraisal and Review Committee →assist in individual student prescriptions →assist with referrals →assist with Child Find →assist with In-service Training
	Individual school districts	. Educational diagnosis . Referred to other agencies
	Child Development Center 308 Garfield Santa Fe, New Mexico 87501 phone - 827-2338	. Psychologicals . Psychiatric medicals . Neurologicals Any child in the state if referred by age ten (except Barnalillo County)
	Child Guidance Center 117 Montclair Dr.,S.E. Albuquerque, N.M. phone - 265-5939	. Psychologicals . Family Counseling and Guidance
	Administrator Los Lunas Hospital P O Box 208 Los Lunas, New Mexico 87031 phone - 865-9611	. Psychologicals . Medicals . Educational diagnosis for prospective students

Needed assistance	Agency	Services rendered
Educational diagnosis (continued)	Programs for Children Bernalillo Mental Health Mental Retardation Center 2600 Marble SE Albuquerque, N.M. UNM phone - 843-2950	. Psychologicals . Medicals . Some Early Childhood programs (prior Crippled Children's Services approval)
Evaluation	BIA- Social Services	. Social history work-ups . Psychological work-up . Family counseling and guidance . Monetary assistance available to eligible parent/guardian
Medical evaluations	Director Crippled Children's Services - HED Santa Fe, New Mexico 87501 phone - 827-2101	. Contact CCS for county worker to complete 309 forms for evaluations and/or follow-up funding assistance → Neurological clinics → Cleft palate clinics → Well child clinics
	United States Public Health - Medical Social Services	. Visual examinations . Hearing examinations . Physical examinations . Medical care . Medication . Social history and case work-ups . Psychological work-ups . Family counseling and guidance Services free for qualified recipients.

Needed assistance	Agency	Services rendered
Medical evaluations (continued)	UNM Neurological Department BCMC 2600 Marble SE Albuquerque, N.M. UNM phone - 843-2950 (programs for children) 277-3342	. Neurologicals Free with prior CCS 309 approval
	Medical Director Carrie Tingley Hospital Truth or Consequences, New Mexico phone - 894-2121	. Psychological evaluations on a very limited basis . Evaluations . Orthopedic hospitalization . Surgery . Prosthetic appliances Free with prior CCS 309 approval and application
	Local physicians	. Payments by CCS with prior approval
	BMHC 2211 Lomas Blvd.,N.E. Albuquerque, N.M. 87106	. Direct Services . medical . educational . physical health . social
Hearing evaluations and services	New Mexico School for the Deaf Hearing and Child Study Center 1060 Cerrillos Road Santa Fe, New Mexico 87501 phone - 983-3321	. Audiometric, psychological and educational testing (free for prospective students, otherwise service charges) . Joint programs with LEA's local pre-schools and residential schooling . Calibration of audiometers (paper corrections only)
	Albuquerque Hearing & Speech Center 1011 Buena Vista Dr., S.E. Albuquerque, N.M. 87106	. Direct educational and rehabilitation services

Needed assistance	Agency	Services rendered
Hearing evaluations and services (continued)	Department of Communicative Disorders UNM 608 Buena Vista NE Albuquerque, N.M. 87131 phone - 277-2808	. Audiological evaluations . Speech and language evaluations . Joint school screening programs . Calibration of audiometers (paper corrections only) Service charges
	Audiology and Speech Pathology Section Lovelace Clinic 5200 Gibson Blvd.,S.E. Albuquerque, N.M. 87108 phone - 842-7261	. Audiological evaluation . Speech and language evaluations . Calibration of audiometers (paper corrections only) Service charge--sliding scale Free with prior CCS approval
	Speech and Hearing Clinic LA Building Eastern New Mexico University Portales, New Mexico 88130 phone - 562-2812	. Audiological evaluations . Speech and language evaluations . Calibration and adjustment of audiometers . Joint school screening programs Service charges
	Speech and Hearing Clinic New Mexico State University Box 3W University Park, New Mexico 88003 phone - 646-2810	. Audiological evaluations . Speech and language evaluations . Joint school screening programs . Calibration of audiometers (paper correction only) Service charges

Needed assistance	Agency	Services rendered
Vision	Low-Vision Aids Clinic New Mexico Services for the Blind 2200 Yale Blvd. SE Albuquerque, N.M. phone - 842-3383	. With the ophthalmological report assess low-vision equipment needs. (Cost paid by Services for the Blind) . Low-vision evaluations done
	Telephone Pioneers of America contact local telephone company	. Visual screening
	Lions Clubs in local communities	. Glasses
	New Mexico School for the Visually Impaired P O Box 457 Alamagordo, New Mexico 88310 phone - 437-3505	. Educational services rendered: → tuition free → K-12 → Accredited → Braille → Large-print → Tactual and hearing services → HS curriculum → Vocational → Ophthalmologist → Psychologist → MD
	State Library Talking Books Division	. American Printing House, Contact
Physically handicapped	State Elks Club Cerebral Palsy Program 2901 Edith NE Albuquerque, N.M. 87107 phone - 345-3104	. Some equipment . Counseling and referral services . Children with CP or orthopedic defects . May provide funds for physical therapy

Needed assistance	Agency	Services rendered
Physically handicapped (continued)	Easter Seal Society for Crippled Children and Adults 4805 Menaul NE Albuquerque, N.M. 87110 phone - 256-9824 Watts line 800-432-6863 Handicapped	. Equipment loan . Purchase of therapy . Purchase of equipment, i.e.: → wheelchairs (medical prescription neeeded) → hospital beds → crutches → prosthetic devices
	March of Dimes 3620 Wyoming NE Albuquerque, N.M. 87111 phone - 293-3211	. Educational information on prevention of birth defects . County projects
	New Mexico Epilepsy Society P O Box 1954 Albuquerque, N.M. phone - 255-1904	. Referral and information . Counseling . Medicals . Drugs
	Medical Director Carrie Tingley Hospital Truth or Consequences, New Mexico phone - 894-2121	. Evaluations . Orthopedic hospitalization . Surgery . Prosthetic appliances Free with prior CCS 309 approval and joint application
	American Cancer Society Dona Ana Unit 1605 Altura Las Cruces, New Mexico 88001	. Loan of hospital equipment . Transportation . Drugs . Referral services
	Muscular Dystrophy Association of America 4803 Loma NE Albuquerque, N.M. 87110 phone - 265-6497	. Outpatient and research serves physically handicapped, neurologically impaired and health impaired . Fulltime psychologist . Speech/hearing therapist . Physical therapist . Physician . Nurse . Psychiatrist

Needed assistance	Agency	Services rendered
Other - Surrogate	Human Services Department State Office Santa Fe, New Mexico 87503	. Outside referral services . Family counseling . Individual counseling . Investigation of possible child abuse
	County health departments	. Provide immunization and other basic health services
Program development assistance	Director Division of Special Education State Education Building Santa Fe, New Mexico 87503 phone - 827-2793	. General program information on: → diagnosing → service model needs → program implementation and/or changes → etc.
Teacher training on media, materials, prescriptive writing, etc.	Regional Special Education Service Network (see educational diagnosis)	. A consultant/trainer can provide mini-workshops for teachers, aides, administrators within a specific LEA or group of LEAs.
	Division of Special Education State Education Building Santa Fe, New Mexico 87503	
	Southeast Special Education Regional Service Center 300 N. Kentucky Roswell, New Mexico 88201 phone - 623-7000	
	State institutions of higher education Departments of Special Education Departments of Communicative Disorders	

Needed assistance	Agency	Services rendered
Autism	New Mexico Society for Autistic Children Volunteer Parent Organization 944 Green Valley Road NW Albuquerque, N.M. 87107	. Referrals in medical, educational and vocational training
Behaviorally Disordered	Community Mental Health Services New Mexico Department of Hospitals and Institutions Santa Fe, New Mexico 87503	. Direct services . Rehabilitation . Recreation . Employment . Outpatient . Referral
Learning Disabilities	Albuquerque Association for Children with Learning Disabilities 525 San Pedro Albuquerque, N.M. 87109 phone - 255-2211	. Information . Education . Referral
Mentally Retarded	Albuquerque Association for Retarded Citizens 3207 Matthew NE Albuquerque, N.M. 87107 phone - 344-3404	. Residential . Referral
Multiply Handicapped	New Mexico Association for Multiply Handicapped Children 10019 Club Court N.W. Albuquerque, N.M. (505) 898-7358	. Information . Education . Referral

And who do you have locally?

Complete this worksheet on local resources.

Needed Assistance	Agency	Services Rendered
Educational diagnosis		
Medical		
Service groups		
Parent groups		

Publishers Index

Tests measure skills
From motor to IQ.
Here's a list of publishers
And addresses to write to!

ADAPTIVE BEHAVIOR SCALES (AAMD)
American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D. C. 20015

ALPERN-BOLL DEVELOPMENTAL PROFILE
Psychological Development Publications
P. O. Box 3198
Aspen, Colorado 87611

ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS
Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025

APT SKILL ASSESSMENT (4th Edition)
Pennhurst Center, 1976
Spring City, Pennsylvania 19475

ARTHUR ADAPTATION, LEITER INTERNATIONAL PERFORMANCE SCALE
Stoelting Co.
1350 S. Kostner Avenue
Chicago, Illinois 60623

ARTHUR POINT SCALE OF PERFORMANCE TESTS REVISED FORM II
Los Angeles Office
Suite 290, 1900 Avenue of the Stars
Los Angeles, California 90067

ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

AUDITORY CONCEPTUALIZATION TEST
Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116

AUDITORY DISCRIMINATION TEST (WEPMAN)
Language Research Associates
P. O. Box 2085
Palm Springs, California 92262

AUSTIN SPANISH ARTICULATION TEST
Learning Concepts, Inc.
2501 North Lamar
Austin, Texas 78705

AYRES SPACE TEST
Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025

BARRAGA VISUAL EFFICIENCY SCALE
American Printing House of the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

BASIC CONCEPT INVENTORY
Follett Educational Corporation
1010 W. Washington Boulevard
Chicago, Illinois 60607

BASIC EDUCATIONAL SKILLS INVENTORY
B. L. Winch and Associates
P. O. Box 1185
Torrance, California 90505

BASIC INVENTORY OF NATURAL LANGUAGE (BINL)
Chess and Associates, Inc.
Educational Systems and Services
P. O. Box 833
San Bernardino, California 92401

BASIC LANGUAGE COMPETENCY BATTERY (BLCB)
617 West End Avenue
Suite 9-A
New York, New York 10024

BASIC SCHOOL SKILLS INVENTORY
Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois 60607

BAYLEY SCALES OF INFANT DEVELOPMENT
Psychological Corporation
304 East 45th Street
New York, New York 10017

BEERY-BUKTENICA DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION
Follett Educational Corporation
1019 West Washington Blvd.
P. O. Box 5705
Chicago, Illinois 60607

BEHAVIORAL CHARACTERISTICS PROGRESSION (BCP)
Vort Corporation
P. O. Box 11132
Palo Alto, California 94306

BEHAVIORAL DEVELOPMENTAL PROFILE
Marshalltown Project
507 East Anson
Marshalltown, Iowa 50158

BENDER VISUAL MOTOR GESTALT (KOPPITZ SCORING)
Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, California 90025

BILINGUAL SYNTAX MEASURE
Harcourt Brace Jovanovich, Inc.
4640 Harry Hines Blvd.
Dallas, Texas 75235

BLIND LEARNING APTITUDE TEST
702 South Race St.
Urbana, Illinois 61801

BOEHM TEST OF BASIC CONCEPTS
Psychological Corporation
304 East 4th Street
New York, New York 10017

BOTEL READING INVENTORY
Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois 60607

BRUININKS - OSERETSKY TEST OF MOTOR PROFICIENCY
American Guidance Service, Inc.
Publishers' Bldg.
Circle Pines, Minnesota 55014

BURKS' BEHAVIOR RATING SCALES
Arden Press
Box 844
8331 Alvarado Drive
Huntington Beach, California 92646

BZOCH-LEAGUE RECEPTIVE-EXPRESSIVE EMERGENT LANGUAGE SCALE
The Anhinga Press
Route 2 Box 513
Tallahassee, Florida 32301

CAIN-LEVINE SOCIAL COMPETENCY SCALE
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

CALIFORNIA ACHIEVEMENT TESTS
California Test Bureau
Del Monte Research Park
Monterey, California 93940

CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY (CTMM-SF)
California Test Bureau
Del Monte Research Park
Monterey, California 93940

CALIFORNIA TEST OF PERSONALITY
California Test Bureau/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

CALLIER-AZUSA SCALE
Callier Center for Communication Disorders
1966 Inwood Road
Dallas, Texas 75235

CAMELOT BEHAVIORAL CHECKLIST
Edmark Associates
13241 Northup Way
Bellevue, Washington 98005

THE CARROW ELICITED LANGUAGE INVENTORY (CELI)
Learning Concepts
2501 North Lamar
Austin, Texas 78705

CATTELL CULTURE FAIR INTELLIGENCE TEST
Bobbs-Merrill Co.
4300 West 62nd St.
Indianapolis, Indiana 46206

CATTELL INFANT INTELLIGENCE SCALE
The Psychological Corporation
304 East 45th Street
New York, New York 10017

CHILD BEHAVIOR RATING SCALE
Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025

CHILDREN'S APPERCEPTION TEST
The Psychological Corporation
304 East 45th Street
New York, New York 10017

COLUMBIA MENTAL MATURITY SCALE
Third Edition (1972)
Harcourt, Brace & Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

COMMUNICATIVE EVALUATION CHART FROM INFANCY TO FIVE YEARS
Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, Massachusetts 02138

COMPREHENSIVE TRAINING PROGRAM FOR INFANT & YOUNG CEREBRAL PALSIED CHILDREN
Currative Workshop of Milwaukee
10437 W. Watertown Plank Road
Milwaukee, Wisconsin 53901

COOPERATIVE PRESCHOOL INVENTORY
(Spanish Edition)
Addison-Wesley Publishing Co.
South Street
Reading, Massachusetts 01867

COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS - BRAILLE EDITION
American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, Kentucky 40206

COOPERATIVE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Addison-Wesley Publishing Co., Inc.
South Street
Reading, Massachusetts 01867

CULTURAL ATTITUDE INVENTORY
Learning Concepts
2501 N. Lamar
Austin, Texas 78705

CULTURAL ATTITUDE SCALE
Learning Concepts
2501 N. Lamar
Austin, Texas 78705

CULTURE FAIR INTELLIGENCE TEST
Institute of Personality & Ability Testing
1602 Coronado Drive
Champaign, Illinois 61822

Bobbs-Merrill Co., Inc
4300 East 62nd Street
Indianapolis, Indiana 46206

DENVER DEVELOPMENTAL SCREENING TEST
Ladoca Project & Publishing Foundation
East 51st Avenue & Lincoln Street
Denver, Colorado 80216

DETROIT TESTS OF LEARNING APTITUDE
Bobbs-Merrill Co., Inc.
4300 East 62nd Street
Indianapolis, Indiana 46268

DEVELOPMENTAL GUIDELINES
University of Illinois
Urbana, Illinois 61801

DEVELOPMENTAL SCREENING INVENTORY
Department of Pediatrics
Albany Medical College
Albany, New York 12208

DEVELOPMENTAL SYNTAX PROGRAM
Learning Concepts
2501 North Lamar
Austin, Texas 78705

DEVELOPMENTAL TASK ANALYSIS
Fearon Publishers
6 Davis Drive
Belmont, California 94002

DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION (VMI)
Follett Educational Corporation
1010 West Washington Blvd.
Chicago, Illinois 60607

DEVEREUX ELEMENTARY SCHOOL
BEHAVIOR RATING SCALE
The Devereux Foundation
Devon, Pa. 19333

DIFFERENTIAL APTITUDE TESTS
The Psychological Corporation
304 East 45th Street
New York, New York 10017

DOS AMIGOS VERBAL LANGUAGE SCALE
Academic Therapy Publishers
1539 Fourth Street
San Rafael, California 94901

DOWNS SYNDROME ASSESSMENT INVENTORY FORMS
Experimental Education Unit
Child Development and Mental Retardation Center
University of Washington
Seattle, Washington 98195

DRAW-A-PERSON
Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, California 90025

DURRELL ANALYSIS OF READING DIFFICULTY
Harcourt, Brace & Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

FAIRVIEW BEHAVIOR EVALUATION BATTERY FOR THE MENTALLY RETARDED
Fairview State Hospital
Research Department
2501 Harbor Boulevard
Costa Mesa, California 92626

FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

FROSTIG - MOVE, GROW, LEARN
Follett Publishing Co.
1010 West Washington Blvd.
Chicago, Illinois 60607

GATES-MacGINITIE READINESS SKILLS TESTS
The Psychological Corporation
757 Third Avenue
New York, New York 10017

GATES-MacGINITIE READING TESTS
Teachers College Press
1234 Amsterdam Ave.
New York, New York 10027

GATES-McKILLOP READING DIAGNOSTIC TEST
Teachers College Press
1234 Amsterdam Avenue
New York, New York 10027

GILMORE ORAL READING TEST
Harcourt, Brace & Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

GLORIA & DAVID - ORAL BILINGUAL TEST
3102 Maywood Avenue
Austin, Texas 78703

GOLDMAN-FRISTOE TEST OF ARTICULATION
American Guidance Service, Inc.
Circle Pines, Minnesota 55014

GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

GOODENOUGH-HARRIS DRAWING TEST
Harcourt, Brace, & Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

HAPTIC INTELLIGENCE SCALE FOR ADULT BLIND
Stoelting Co.
1350 S. Kostner Ave.
Chicago, Illinois 60623

HARRIS TEST OF LATERAL DOMINANCE
The Psychological Corporation
304 East 45th Street
New York, New York

HAYES-BINET HAPTIC TEST
Houghton Mifflin Co.
2 Park Street
Boston, Massachusetts 02107

HISKEY-NEBRASKA TEST OF LEARNING APTITUDES
5640 Baldwin
Lincoln, Nebraska 68507

HOME BILINGUAL USAGE ESTIMATE
R. V. Skoczylas
7663 Chuck Street
Gilroy, California 93020

HOME INVENTORY
University of Arkansas
814 Sherman
Little Rock, Arkansas 72202

ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES
University of Illinois Press
Urbana, Illinois 61801

INFANT BEHAVIOR INVENTORY
National Institute of Mental Health
Rockville, Maryland 20850

INVENTORY OF HOME STIMULATION
University of Arkansas
814 Sherman
Little Rock, Arkansas 72202

IOWA TESTS OF BASIC SKILLS
Houghton-Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

IOWA TESTS OF BASIC SKILLS (Braille Edition)
American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206

THE JAMES LANGUAGE DOMINANCE TEST
Learning Concepts
2501 North Lamar
Austin, Texas 78705

KEY MATH
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

KINDERGARTEN EVALUATION OF LEARNING POTENTIAL
Webster Division, McGraw-Hill Book Co., Inc.
Manchester Road
Manchester, Missouri 63011

KOONTZ CHILD DEVELOPMENTAL PROGRAM: TRAINING ACTIVITIES FOR THE FIRST 48 MONTHS
Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025

KUDER PREFERENCE RECORD-OCCUPATIONAL -VOCATIONAL (Gr. 9-16)
Science Research Associates, Inc.
259 East Erie St.
Chicago, Illinois 60611

KUDER GENERAL INTEREST SURVEY (Gr 6-12)
Science Research Associates, Inc.
259 East Erie St.
Chicago, Illinois 60611

LAKELAND VILLAGE ADAPTIVE BEHAVIOR GRID
Lakeland Village
Medical Lake, Washington 99022

LANGUAGE DOMINANCE INDEX FORM
Department of Education
State Education Building
721 Capitol Mall
Sacramento, California 95814

LANGUAGE FACILITY TEST
The Allington Corporation
801 N. Pitt Street #701
Alexandria, Virginia 22314

LEARNING ABILITY PROFILE
Falcon Research and Development
601 San Pedro, N.E.
Albuquerque, New Mexico 87108

LEARNING ACCOMPLISHMENT PROFILE
Kaplan School Supply
600 Jonestown Road
Winston Salem, North Carolina 27103

LEITER INTERNATIONAL PERFORMANCE SCALE
C. H. Stoelting Co.
1350 Kostner Avenue
Chicago, Illinois 60623

LEXINGTON DEVELOPMENTAL SCALE
United Cerebral Palsy of the Bluegress,
P. O. Box 8003
465 Springhill Drive
Lexington, Kentucky 40503

LINCOLN-OSERETSKY MOTOR DEVELOPMENT SCALE
Stoelting Company
1350 S. Kostner Ave.
Chicago, Illinois 60623

LINDAMOOD AUDITORY CONCEPTUALIZATION TEST
Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116

LINGUISTIC CAPACITY INDEX
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701

LORGE-THORNDIKE INTELLIGENCE TESTS
Houghton-Mifflin Co.
110 Tremont Street
Boston, Massachusetts 02107

MAGNOLIA MOTOR SKILLS BATTERY
Westside Preschool Program
P. O. Box 428
Magnolia, Arkansas 71753

MANUAL FOR THE ASSESSMENT OF A "DEAF-BLIND" MULTIPLE HANDICAPPED CHILD
Midwest Regional Rcource Center for Services to Deaf/Blind Children
P. O. Box 420
Lansing, Michigan 48903

MAT-SEA-CAL TESTS OF ORAL PROFICIENCY
Center for Applied Linguistics
1611 North Kent St.
Arlington, Virginia 22209

MAYFIELD-BUCHHOLZ SCALE OF SOCIAL MATURITY FOR USE WITH PRESCHOOL BLIND CHILDREN
American Foundation for the Blind
15 West 16th Street
New York, New York 10011

McCARTHY SCALES OF CHILDREN'S ABILITIES
Psychological Corporation
757 Third Avenue
New York, New York 10017

MEMORY-FOR-DESIGNS TEST
Psychologist Test Specialists
Box 1441
Missoula, Montana 59801

MERRILL-PALMER SCALE OF MENTAL TESTS
Special Education Materials Inc.
484 South Broadway
Yonkers, New York 10705

METROPOLITAN ACHIEVEMENT TEST
Harcourt, Brace and Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

METROPOLITAN ACHIEVEMENT TEST
(Large Type Editions American Printing House for the Blind)
P. O. Box 6085
Louisville, Kentucky 40206

METROPOLITAN READINESS TESTS
Harcourt, Brace & Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

MEYER CHILDREN'S REHABILITATION INSTITUTE
Early Childhood Education Program: Developmental Scales
444 South 44th Street
Omaha, Nebraska 63131

MICHIGAN ORAL LANGUAGE PRODUCTIVE TESTS STRUCTURED RESPONSE
(ACTFL Edition, 1970)
Michigan Department of Education
Foreign Language Consultant
Curriculum Division
Lansing Michigan 48902

MINNESOTA PRESCHOOL SCALE
Special Education Materials, Inc.
484 South Broadway
Yonkers, New York 10705

MINNESOTA VOCATIONAL INTERST INVENTORY
Psychological Corporation
304 East 45th Street
New York, New York 10017

MODIFICATION OF LEITER INTERNATIONAL TEST
Suffolk Rehabilitation Center
159 Indian Head Road
Commack, New York 11725

NAVAJO-ENGLISH DOMINANCE INTERVIEW
Educational Testing Service
Princeton, New Jersey 08340

NORTHWESTERN SYNTAX SCREENING TEST
Northwestern University Press
Evanston, Illinois 60204

OBSERVATIONAL CHECKLISTS FOR REFERRAL
Southwest Educational Development Lab.
211 East 7th St.
Austin, Texas 78701

ORAL ENGLISH PROFICIENCY PLACEMENT TEST
Moreno Educational Company
7050 Belle Glade Lane
San Diego, California 92119

ORAL PLACEMENT TEST FOR ADULTS
Southwest Cooperative Educational Lab.
229 Truman, N.E.
Albuquerque, New Mexico 87108

ORAL SPANISH PROFICIENCY PLACEMENT TEST
Moreno Educational Company
7050 Belle Glade Lane
San Diego, California 92119

OSERETSKY TEST OF MOTOR PROFICIENCY
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

OTTIS-LENNON MENTAL ABILITY TEST
Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, California 90025

OTT TEST OF ORAL LANGUAGE ENGLISH AND SPANISH
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701

PEABODY INDIVIDUAL ACHIEVEMENT TEST
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

PEABODY PICTURE VOCABULARY TEST
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

PENNSYLVANIA TRAINING MODEL INDIVIDUAL ASSESSMENT GUIDE
Pennsylvania Training Model
123 Foster Street
Harrisburg, Pennsylvania 17102

PENNSYLVANIA TRAINING MODEL: INDIVIDUAL ASSESSMENT
Elementary Education Building
Slippery Rock State College
Slippery Rock, Pennsylvania 16057

PETERSON & QUAY - BEHAVIOR PROBLEM CHECKLIST
GSAPP, Psychology Bldg.
Rutgers University
New Brunswick, New Jersey 08903

PHYSICIAN'S HANDBOOK SCREENING FOR M.D.D
CIBA Pharmaceutical Company
Division of CIBA - GEIGY Corporation
P. O. Box 608
Summit, New Jersey 07901

PICTORIAL TEST OF INTELLIGENCE
Houghton-Mifflin Co.
110 Tremont St.
Boston, Massachusetts 02107

PORCH INDEX OF COMMUNICATIVE ABILITY IN CHILDREN
Experimental Edition
Consulting Psychologists Press
Palo Alto, California 94306

PORTAGE GUIDE TO EARLY EDUCATION
Cooperative Educational Service
Agency No. 12
Portage, Wisconsin 53901

PORTEUS MAZES, Vineland Revision
Psychological Corporation
304 East 45th Street
New York, New York 10017

PRESCHOOL ATTAINMENT RECORD, RESEARCH EDITION
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

PRESCHOOL LANGUAGE SCALE
Charles E. Merrill Publishing Co.
1300 Alum Creek Drive - Box 508
Columbus, Ohio 43216

PRIMARY ACQUISITION OF LANGUAGE (PAL) THE EL PASO PUBLIC SCHOOL ORAL LANGUAGE DOMINANCE MEASURE
P. O. Box 20100
El Paso, Texas 79998

A PROCESS FOR IN-SCHOOL SCREENING OF CHILDREN WITH EMOTIONAL HANDICAPS (BEHAVIOR RATING OF PUPILS: PEER RATING: SELF RATING)
Educational Testing Service
Princeton, New Jersey 08540

PROGRAMMATIC GUIDE TO ASSESSING SEVERELY/PROFOUNDLY HANDICAPPED CHILDREN
Experimental Education Unit
Child Development and Mental Retardation Center
University of Washington
Seattle, Washington 98195

PROGRESS ASSESSMENT CHARTS OF SOCIAL DEVELOPMENT
N.A.M.H.
39 Queen Ann Street, W.1
London, England

PSYCHOEDUCATIONAL EVALUATION OF THE PRESCHOOL CHILD
Grune & Stratton
111 5th Avenue
New York, New York 10003

PSYCHOEDUCATIONAL PROFILE OF BASIC LEARNING ABILITIES
Fearon Publishers, Inc.
Lear Siegler, Inc., Ed. Div.
6 Davis Drive
Belmont, California 94002

Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

PUPILS LANGUAGE USAGE INVENTORY
Brooks Consolidated ISD
Box 589
Falfurias, Texas 78355

THE PUPIL RATING SCALE: SCREENING FOR LEARNING DISABILITIES
Grune and Stratton
111 Fifth Avenue
New York, New York 10003

THE PURDUE PERCEPTUAL-MOTOR SURVEY
Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

QUICK LANGUAGE ASSESSMENT INVENTORY
Moreno Educational Company
7050 Belle Glade Lane
San Diego, California 92119

RAVEN ADVANCED PROGRESSIVE MATRICES
Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, California 90025

REFERRAL FORM CHECKLIST
National Technical Assistance Office
Rutland Center
698 N. Pope Street
Athens, Georgia 30601

RENZULLI SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS
Creative Learning Press
530 Silas Deane Highway
Wethersfield, Connecticut 06109

ROUGHNESS DISCRIMINATION TEST
American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

SANTA CLARA INVENTORY OF DEVELOPMENTAL TASKS
520 Richey Avenue
West Collingswood, New Jersey 08107

SANTA CRUZ (BCP) BEHAVIORAL CHARACTERISTICS PROGRESSION OBSERVATION BOOKLET
Santa Cruz County Office of Education
701 Ocean Street, Room 200
Santa Cruz, California 95060

SCHOOL AND COLLEGE ABILITY TESTS
Addison-Wesley Publishing Co.
South Street
Reading, Massachusetts 01867

SCHOOL READINESS SURVEY
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

SCREENING TEST FOR AUDITORY COMPREHENSION OF LANGUAGES ENGLISH/SPANISH
Learning Concepts
2501 N. Lamar
Austin, Texas 78705

SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY, REVISED EDITION
Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, Massachusetts 02138

SELF DIRECTED SEARCH FOR EDUCATIONAL AND VOCATIONAL PLANNING
Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

SENTENCE COMPLETION BLANK
Psychological Publications Press
16040 West McNichols Road
Detroit, Michigan 48235

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Addison-Wesley Publishing Co., Inc.
South Street
Reading, Massachusetts 01867

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (Braille Edition)
American Printing House for the Blind
P. O. Box 6085
Louisville, Kentucky 40206

SHUTT PRIMARY LANGUAGE INDICATORY TEST: SPANISH AND ENGLISH
S. P. L. I. T.
P. O. Box 315
Flagstaff, Arizona 86001

SKOCZYLAS BILINGUAL TESTS AND MEASURES
R. V. Skoczylas
7663 Chuck Street
Gilroy, California 93020

SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY
Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, Massachusetts 02138

SLOSSON INTELLIGENCE TEST FOR CHILDREN AND ADULTS
Slosson Educational Publication, Inc.
740 Pine Street
East Aurora, New York 14052

SOMPA - SYSTEM OF MULTICULTURAL PLURALISTIC ASSESSMENT
Psychological Corp.
Los Angeles Office
Suite 290, 1900 Avenue of the Stars
Los Angeles, California 90067

SOUTHERN CALIFORNIA SENSORY INTEGRATION TESTS
Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, California 90025

SOUTHERN CALIFORNIA TEST BATTERY FOR ASSESSMENT OF MOTOR AND SENSORY DYSFUNCTION
Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, California 90025

SPANISH-ENGLISH LANGUAGE DOMINANCE TEST
Educational Testing Service
Princeton, New Jersey 08540

SPANISH ORAL PROFICIENCEY TEST
Bay Area Bilingual Education League
Media Center
1033 Heinz Street
Berkeley, California 94710

SPIB SOCIAL AND PREVOCATIONAL INFORMATION BATTERY
Marketing Service Dept.
CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

SPACHE DIAGNOSTIC READING SCALE
CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

SRA PRIMARY MENTAL ABILITIES TEST
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

SRA ARITHMETIC ACHIEVEMENT SERIES
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

SRA READING ACHIEVEMENT SERIES
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

STANFORD ACHIEVEMENT TEST
Harcourt, Brace and Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

STANFORD ACHIEVEMENT TEST - SPECIAL BRAILLE EDITION
American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

STANFORD ACHIEVEMENT - HEARING HANDICAPPED NORMS PRIMARY ADVANCED
Harcourt, Brace & Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

STANFORD ACHIEVEMENT - HEARING HANDICAPPED NORMS PRIMARY ADVANCED
(Hearing Impaired Edition)
Office of Demographic Studies
Gallaudet College
Washington, D. C. 20002

STANFORD-BINET INTELLIGENCE SCALE, THIRD REVISION
Boughton-Mifflin Co.
110 Tremont Street
Boston, Massachusetts 02107

STANFORD DIAGNOSTIC MATHEMATICS TEST (1976)
Harcourt, Brace & Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

STANFORD DIAGNOSTIC READING TEST (1976)
Harcourt, Brace & Jovanovich, Inc.
Test Dept.
757 Third Avenue
New York, New York 10017

STANFORD TEST OF ACADEMIC SKILLS
Test Dept.
Harcourt, Brace & Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

SWCEL-P ORAL PLACEMENT TEST FOR ADULTS
Southwest Cooperative Educational Lab.
229 Truman, N.E.
Albuquerque, New Mexico 87108

THE SWCEL-TEST OF ORAL LANGUAGE PROFICIENCY
Southwest Cooperative Educational Lab
229 Truman, N.E.
Albuquerque, New Mexico 87108

TARC ASSESSMENT SYSTEM PACKAGE
H & H Enterprises, Inc.
P. O. Box 3342
Lawrence, Kansas 66044

TARGET BEHAVIOR
Brad-Winch
Box 1185
Torrence, California 90505

TEST FOR AUDITORY COMPREHENSION OF LANGUAGE: ENGLISH/SPANISH
Learning Concepts
2501 North Lamar
Austin, Texas 78705

TEST OF BASIC EXPERIENCES (LANGUAGE SUBTEST)
CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

TEST OF LANGUAGE DOMINANCE (TOLD)
Southwest Research Associates, Inc.
P. O. Box 4092
Albuquerque, New Mexico 87106

TEST OF ORAL ENGLISH PRODUCTION
Southwest Cooperative Educational Lab
229 Truman, N.E.
Albuquerque, New Mexico 87108

TEST OF ORAL LANGUAGE PROFICIENCY
Southwest Cooperative Educational Lab
229 Truman, N.E.
Albuquerque, New Mexico 87108

THEMATIC APPERCEPTION TEST
Harvard University Press
79 Garden Street
Cambridge, Massachusetts 02138

THREE FUNCTIONAL TESTS OF ORAL PROFICIENCY

1. Spanish-English Language Dominance Test
2. The Navajo-English Dominance Interview
3. Oral Placement Test for Adults

The Graduate School
The University of New Mexico
Albuquerque, New Mexico 87106

TMR PERFORMANCE PROFILE FOR THE SEVERELY AND MODERATELY RETARDED
Reporting Service for Children
563 Westview Avenue
Richfield, New Jersey 07657

TORRANCE TESTS OF CREATIVE THINKING
Personnel Press Education Center
Box 2649
Columbus, Ohio 43216

TORRANCE THINKING CREATIVELY WITH SOUNDS AND WORDS
Personnel Press Education Center
Box 2649
Columbus, Ohio 43216

TUCSON PUBLIC SCHOOL LANGUAGE ASSESSMENT
Tucson Public Schools
P. O. Box 4040
Tucson, Arizona 85717

UNIFORM PERFORMANCE ASSESSMENT SYSTEM (UPAS)
Experimental Education Unit
CDMRC, WJ-10
University of Washington
Seattle, Washington 98195

UTAH TEST OF LANGUAGE DEVELOPMENT, REVISED EDITION
Communication Research Associates, In.
Box 11012
Salt Lake City, Utah 84111

VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES
Consulting Psychologists Press
577 College Ave.
Palo Alto, California 94306

VINELAND SOCIAL MATURITY SCALE
Education Test Bureau
Division of American Guidance Services, Inc.
720 Washington Avenue, S.E.
Minneapolis, Minnesota 55414

WECHSLER ADULT INTELLIGENCE SCALE
The Psychological Corporation
304 East 45th Street
New York, New York 10017

WECHSLER INTELLIGENCE SCALE FOR CHILDREN, REVISED (WISC-R)
The Psychological Corporation
304 East 45th Street
New York, New York 10017

WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE
The Psychological Corporation
304 East 45th Street
New York, New York 10017

WEPMAN AUDITORY DISCRIMINATION TEST
Language Research Associates
P. O. Box 2085
Palm Springs, California 92262

WIDE RANGE ACHIEVEMENT TEST
Guidance Associates of Delaware, Inc.
1526 Gilpin Avenue
Wilmington, Delaware 19806

WIDE RANGE ACHIEVEMENT TEST (Large Type Editions)
American Printing House for the Blind
P. O. Box 6085
Louisville, Kentucky 40206

Records

The student's file needs many forms
To show you've followed every rule.
To show how far the student's come,
To show his parents how he's done.
Check out these samples and keep
your cool!

Records are to be kept on all exceptional children. This section lists the specific types of records that must be kept. Sample forms are presented that can be used for gathering data.

The forms generally follow the same sequence as the special education process.

Records

Worksheet

Do I know what records must be maintained?

☐ Yes ☐ No ☐ Not Sure

Where are the records?

Use a checklist for all forms to be maintained on exceptional students!

Do we have a checklist in our school?

☐ Yes ☐ No ☐ Not sure

Are you aware of state and local school board regulations and policies concerning the confidential records of students?

☐ Yes ☐ No ☐ Will Check "Today"

So now you know about records
. . . keep going

INFORMATION ON FORMS IN THIS SECTION

The forms in this section are SAMPLES, and are not printed as the last word or as the only forms to be used. In most instances, at least two forms are included for ideas. It is recommended that the forms adapted by districts are formulated by professionals representing several disciplines to assure their usefulness and completeness. It is also recommended that all forms be identified with the district name and dated and coded to avoid confusion when updating forms.

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*Spanish version included

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*Spanish version included

STUDENT RECORDS

School District _____ School _____

Student _____ Parents _____

Address _____ Telephone _____

Birthdate _____

Information	Yes	No	Comments
Initial Referral Received			
Observation			
Screening Data			
Review of Records:			
Educational History			
Social History			
Language Dominance			
Medical History			
Physical			
Hearing (reassessment)			
Vision (reassessment)			
Parent Permission to Evaluate			
Parent Permission to Obtain Other Info.			
Student Evaluation:			
Individual Intelligence			
Diagnostic Language Assessment (Hearing Impaired)			
Individual Achievement Scores			
Adaptive or Behavior Scores			
Perceptual Tests (Learning Disabled)			
Speech and/or Language Eval. (Communication Disord)			
Ophthalmological Report (Vision Impaired)			
Otolaryngologist Report (Hearing Impaired):			
Audiologist Report (Hearing Impaired)			
Clinical Psychological Tests (Behavioral Disord)			
Formal Observation (Behavioral Disord)			
Physician Report (Physically Impaired, and others)			
Other Evaluations			
Diagnostician's Report			
EA and R Committee Recommendations			
Parent Permission for Placement			
Individualized Educational Program			
Minimum Annual Review:			
First Year Review of Placement and IEP			
Second Yr. Review of Placement and IEP			
Third Yr. Review of Placement and IEP			

CHILD EVALUATION CHECKLIST

Areas of Concern	Name of Assessment Tool	Needed for Determining Eligibility for Placement	Needed for Planning	Date Received	Submitted By
1. Initial Referral					
2. Behavioral Observation					
3. Review of Records					
4. History Summary Educational/ Social/ Health					
5. Screening Vis/Hr/Other					
6. Parent Permission for Evaluation					
7. Parent Permission for Services					
8. Area Evaluation Summaries					
a. Physical:					
Medical					
Vision					
Hearing					
Speech					
Motor					
b. Education:					
Achievement					
Diagnostic					

Areas of Concern	Name of Assessment Tool	Needed for Determining Eligibility for Placement	Needed for Planning	Date Received	Submitted By
c. Language:					
Receptive					
Expressive					
d. Cognitive:					
Intelligence					
Adaptaive					
e. Social-Emotional:					
Self-Help					
Personality					
Social Functioning					
f. Environment:					
Classroom					
School					
g. Family:					
Dominant Language					
Social					

REFERRAL FOR OUT-OF-SCHOOL CHILD

Child's Name_____Date_____

Child's Current Address_____

Child's Age_____Child's Date of Birth_____

Parent(s) or Guardian's Name_____Phone_____

Current Address_____

Person Completing Form_____Position_____

Educational Status

1. Has the child ever attended school? ___yes ___no

2. If yes, last full year attended._____

3. For what reason is the child not attending public school?

   ___a. Child has not been presented to the school

   ___b. Admission postponed

   ___c. Excluded because of mental, physical or emotional disability

   ___d. Excused because child was unable to profit from further school attendance

   ___e. Has graduated from high school

   ___f. Is institutionalized

   ___g. Is attending nonpublic school

Present Status

1. ___Currently living in the community and not in any program and not on any waiting list.

2. ___Currently on a waiting list and not enrolled in any type of program.

3. ___Currently enrolled in:

___State Residential Center ___Day Care Program

___State Mental Hospital ___Headstart or Preschool Program

___Sheltered Workshop ___Juvenile Correctional Facility

___Other Special School or Program
(explain)_____

To be completed and returned to special education administrator or designee.

REFERRAL OF PUPIL FOR EVALUATION FOR SPECIAL EDUCATION

Referring Agent:_____

Child's Name:_____

Child's Age:_____

Child's Date of Birth:_____

1. Please describe, being brief but specific, academic and/or behavior characteristics evidenced by the child being referred.

2. Under what conditions does the behavior exist?

3. What methods have been used to address the behavior(s)?

4. What do you see as this particular child's strengths?

5. Additional information from school records and/or comments:

_____
Referring Agent, Signature

(This form is to be completed and returned to the Coordinator for Special Education)

SCREENING FOR IN-SCHOOL STUDENTS
(Primary Form)

Teachers are requested to mark this screening inventory for each child who, in the teacher's opinion, appears to be functioning inadequately because of an apparent exceptional mental or physical condition. (Omit students who are currently receiving special education services.)

STUDENT_____ BIRTHDAY_____ SEX___ GRADE___

PARENT'S NAME_____ HOME PHONE_____

TEACHER_____ SCHOOL_____ DISTRICT_____

Please check the apparent handicapping condition, if any. If the statement does not apply, do not mark it.

	Moderate	Serious	Extreme
LEARNING DESCRIPTORS (Dull, uncomprehending, very slow)	( )	( )	( )
EMOTIONAL DESCRIPTORS			
HYPERACTIVE (Overly energetic, can't sit still, can't be quiet).....	( )	( )	( )
WITHDRAWN (Very quiet, uncommunicative, sullen, blank stares)	( )	( )	( )
POOR GROUP ACCEPTANCE (Rejected, ignored, or abused by peers)	( )	( )	( )
ACTING OUT (Agressive, hostile, rebellious, destructive).....	( )	( )	( )
INSTABILITY (Unpredictable, cries easily, explosive).....	( )	( )	( )
INATTENTIVE (Short attention span, can't stick to task).....	( )	( )	( )
IMPERCEPTIVE (Fails to anticipate consequences of own actions	( )	( )	( )
OTHER (Describe)_____			
_____			
ACADEMIC DESCRIPTORS (Performing 25% or more below grade level)			
READING (Doesn't comprehend, reverses or substitutes words, can't sound out or "unlock" words, poor oral reader)	( )	( )	( )
WRITING (Reverses letters, illegible writing, can't write)...	( )	( )	( )
MATHEMATICS (Can't master grade-level concepts).....	( )	( )	( )
SPELLING (Phonic spelling, omits or adds letters).....	( )	( )	( )
SOCIAL SCIENCES (Can't handle concepts, doesn't understand relationships, poor understanding of social cause and effect).....	( )	( )	( )
OTHER (Describe)_____			
_____			

PHYSICAL DESCRIPTORS	Moderate	Serious	Extreme
PHYSICAL DEFECT (Lame, missing digit or limb, paralysis, erratic muscle movements, physical deformity)	( )	( )	( )
GROSS MOTOR COORDINATION (Awkward, clumsy)	( )	( )	( )
FINE MOTOR COORDINATION ((Eye-hand, manual dexterity)	( )	( )	( )
SPEECH (Poor enunciation, lisps, stutters, infantile speech)	( )	( )	( )
VISUAL (Can't see blackboard, squints, rubs eyes, holds book too close, eyes oscillate involuntarily, cross-eyed)	( )	( )	( )
HEARING (Doesn't seem to listen, unable to discriminate sounds, asks to have instructions repeated, can't learn rote tasks)	( )	( )	( )
UNUSUALLY SMALL (At least 20% less than class average)	( )	( )	( )
UNUSUALLY OVERWEIGHT (At least 20% more than class average)	( )	( )	( )

OTHER (Describe)_____

_____

OTHER HIGH RISK CONDITIONS (Describe)_____

_____

_____

Adapted from Utah's Screening Inventory.

_____
Person Completing Form

_____
Date

SCREENING INVENTORY
(Secondary Form)

Student_____ Birthdate_____ Age____ Sex____ Grade____

Teacher_____ School_____ District_____

Is the child currently receiving Special Education Services: Yes ( ) No ( )
If Yes, describe_____

Teachers or other personnel are requested to mark this screening inventory for each child who, in his/her opinion, appears to be functioning inadequately because of apparent exceptional mental, emotional, or physical condition(s).

Please check the statements which you think apply to this child. If the statement does not apply, do not mark it. If a specific descriptor applies to the child, underline it. Add descriptors if necessary.

Date_____
To be completed by teacher, principal, or counselor after the record review has been completed.

	The following problems exist sometimes	often	always
COMMUNICATION PROBLEMS			
Expressive language (problems in syntax, grammar, limited vocabulary)	( )	( )	( )
Receptive language (comprehension, not following directions, poor concept development)	( )	( )	( )
Speech (poor enunciation, lisps, stutters, infantile speech, omits sounds from words, adds sounds to words, substitutes sounds, unpleasant or odd voice)	( )	( )	( )
Other (describe)_____			
_____	( )	( )	( )

DESCRIBE OR SUMMARIZE:

COMMUNICATION PROBLEMS

PHYSICAL PROBLEMS	The following problems exist: sometimes	often	always	DESCRIBE OR SUMMARIZE: PHYSICAL PROBLEMS
Physical defect (lame, paralysis, deformity)	( )	( )	( )	
Erratic muscle movements	( )	( )	( )	
Gross motor coordination (awkward, clumsy, poor balance)	( )	( )	( )	
Fine motor coordination (eye-hand, manual dexterity)	( )	( )	( )	
Visual (cannot see blackboard, squints, rubs eyes, holds book too close, eyes oscillate involuntarily, cross-eyed)	( )	( )	( )	
Hearing (unable to discriminate sounds, asks to have instructions repeated, turns ear to speaker, strains to hear, often has earaches)	( )	( )	( )	
Not toilet trained	( )	( )	( )	
Unusually small (at least 20% less than class average)	( )	( )	( )	
Unusually overweight (at least 20% more than class average)	( )	( )	( )	
Other (describe, e.g., epilepsy, circulatory problems, respiratory problems, dental problems)	( )	( )	( )	

CLASSROOM BEHAVIOR PROBLEMS	These problems occur in the classroom as often as 15-25%	26-50%	Over 50%	DESCRIBE OR SUMMARIZE CLASSROOM BEHAVIOR PROBLEMS
Overly energetic, talks out, out of seat	( )	( )	( )	
Very quiet, uncommunicative	( )	( )	( )	
Acting Out (aggressive, hostile, rebellious, destructive)	( )	( )	( )	
Cries easily, explosive	( )	( )	( )	
Inattentive (short attention span, doesn't stick to task, fails to complete tasks)	( )	( )	( )	
Doesn't appear to notice what is happening in the immediate environment	( )	( )	( )	
Poor peer relationships (few friends, rejected, ignored, abused by peers)	( )	( )	( )	
Other (describe)_____				
_____	( )	( )	( )	

ACADEMIC PROBLEMS	Performance is below average class level as often as: 15-25%	26-50%	Over 50%	ACADEMIC PROBLEMS
Reading				
Word attack skills	( )	( )	( )	
Reverses, substitutes	( )	( )	( )	
Oral reading	( )	( )	( )	
Silent reading	( )	( )	( )	
Comprehension	( )	( )	( )	
Other_____	( )	( )	( )	

ACADEMIC PROBLEMS (continued)	Performance is below average class level as often as: 15-25%	26-50%	Over 50%	DESCRIBE OR SUMMARIZE
Writing (illegible, reverses letters, doesn't write)	( )	( )	( )	
Mathematics				
Basic Computation	( )	( )	( )	
Concepts	( )	( )	( )	
Set Operations	( )	( )	( )	
Verbal problems	( )	( )	( )	
Other_____	( )	( )	( )	
Spelling (cannot spell phonetically, omits or adds letters)	( )	( )	( )	
Social Sciences (doesn't handle concepts, doesn't understand relationships, poor understanding of cause and effect)	( )	( )	( )	
Other (describe)_____				
_____	( )	( )	( )	

Date_____ _____

(Signature of person completing form)

CHILD OBSERVATION RECORD

_____ Initial On-Site Observation
_____ Follow-Up Observation

Instructions: Mark: a) Initial on-site observation of the child; or b): On-site follow-up observation of the child. This form serves as a record of the child's pre-placement and post-placement behaviors in a normal classroom setting, and can be used to track the child's behavioral progress, regression, and change. The information from the Child Observation Record is also useful in the initial selection of all program prescriptions, including instructional materials, teaching strategies, learning environment strategies, and motivational strategies.

A. General Information

Date:_____Name of Observer:_____

Name of Child:_____

Child' Current Placement or Program:_____

Observation Setting:

a) Name of facility of classroom:_____
b) Physical setting:_____
c) Time of observation:_____
d) Number and roles of adults present during observation:_____
_____
_____
e) Number of child's peers present:_____
f) Was child aware of observer's presence?_____Yes _____No
g) Is this setting part of the child's day-to-day environment?_____Yes _____No

B. Summary and Conculsions

1. Observer Summary. (Include a statement of any patterns observed in columns I-IV of the Child Observation Record. Be certain to note the rewards and punishments which were particularly effective or ineffective.)

2. If applicable, how does this Child Observation Record compare to previous Observation Records?

3. Observer Conclusions and Recommendations:

C. Child Observation Record

Use the following format to list all positive and negative behaviors observed in the child during the period of observation. Even if the child does nothing particularly noteworthy, list what he does do. For example, the child may simply sit quietly for ten minutes--a seemingly unimportant behavior. However, in the event that at some future date the child becomes disruptive, this baseline data will provide a most useful standard of comparison.

For each behavior listed in column I, complete the following:

Column II: Circumstances Initiating the Behavior. This may be any stimulus--physical, verbal, or non-verbal--which appeared to elicit the behavior, such as, "Teacher aide frowned at child." "Teacher instructed group to _____." "Child in next desk threw spitball." "School bell rang." If there were no apparent initiating circumstances, write "none."

Column III: Conditions. This section should include remarks on any noteworthy task-related or environmental factors operant at the time of the observed behavior, such as the child's assignment, materials, equipment, furniture, degree of independence or group involvement, positioning in the classroom, etc.

Column IV: Teacher/Peer Response. In this column enter the reaction to the child's behavior displayed by the teacher and/or students.

Column V: Comments: Note any additional remarks on the child's behavior, its causes, and its outcomes.

CHILD OBSERVATION RECORD

Date:_____ Name of Observer:_____

Name of Child:

I. CHILD BEHAVIOR OR PERFORMANCE	II. INITIATING CIRCUMSTANCES	III. CONDITIONS	IV. TEACHER/PEER RESPONSE	V. COMMENTS

VISION REASSESSMENT

VISION SCREENING: Special Education Reassessment

Student's Name _____ Birthdate _____

With Glasses _____ Without glasses _____

Far Vision: L _____ R _____ Test used _____

Near Vision: L _____ R _____ Test used _____

Color Blindness: Yes ___ No ___ Test used _____

Other(s): Name _____ Results _____

Comments: _____

_____

_____

Date _____ Nurse _____

Other _____

HEARING REASSESSMENT

HEARING SCREENING: Special Education Reassessment

Student's Name _____ Birthdate _____

Pure Tone Audiometry: (20 db -- Speech Threshhold)

Left _____ Right _____

Aid: Yes _____ No _____

Other Tests: Name _____

Results _____

Comments: _____

_____

_____

Date _____ Nurse _____

Audiologist _____

Other _____

EDUCATIONAL HISTORY

Date _____

Child's Name _____ Birthdate _____

School Attending _____ Class Attending _____

Has child always been in the same school? Yes ___ No ___. If no, please fill in below: (Include present school)

Name of School	City	Grades Attended

Reason for changes in schools: _____

_____

_____

Has child ever failed in school? Yes ___ No ___. If yes, please fill in:

Grade	Reason

Summarize current school achievement. _____

_____

Results of available group or individual standardized tests:

Test: _____ Results: _____ Date: _____
Test: _____ Results: _____ Date: _____

_____
Signature of Person Completing Form

DEVELOPMENTAL, MEDICAL AND SOCIAL HISTORY FORM

Date _____

Child's Name _____ By what name does child prefer to be called? _____ Dominant Language _____

School Attending _____ Grade _____

Principal _____

Father's Name _____ Dominant Language _____

Father's Address _____ Zip _____

Phone: Home _____ Business _____

Mother's Name _____ Dominant Language _____

Mother's Address _____ Zip _____
(if different)

Phone: Home _____ Business _____

Guardian's Name _____ Dominant Language _____

Guardian's Address _____ Zip _____

Phone: Home _____ Business _____

Father's Occupation _____ Employed by _____

Mother's Occupation _____ Employed by _____

Present marital status of parents: Married __ Divorced __ Separated __

Other __

Is child or family receiving services from other agencies?

___ No ___ Yes (Specify)
___ Health Department
___ Child Welfare Services (foster care)
___ Crippled Children's Services
___ Others (Specify) _____
___ Title XIX (Medicaid)
___ SSI
___ AFDC
___ Public Schools

Social Worker's Name _____ Location _____

Welfare Worker's Name _____ Location _____

Are both parents the child's natural parents? Yes ___ No ___

If not, explain briefly _____

_____

List all the children in the family, including the child described on Page 1.

Name	Birthdate	Grade in School

Other persons living in the home (grandparents, in-laws, relatives, etc.):

Name	Age	Relationship to Child	Dominant Language

Prenatal Information: _____

_____

_____

Developmental Information (estimate in months):

Age at which child sat up alone: _____ months

Age at which child talked: _____ months.

Age at which child walked: _____ months.

Was there any difficulty in any of the above? Yes __ No ___. If yes, please explain _____

_____

Age at which child toilet trained _____ months. Was there any difficulty? Yes ___ No ___. If yes, please explain _____

_____

Preliminary Medical Information:

Has child had any prolonged (2-3 or more days) high temperature? Yes ___ No ___. If yes, please explain _____

_____

Has child had any severe illnesses or injuries? Yes ___ No ___. If yes, please explain _____

_____

Has child ever been referred or received medical services for visual, hearing, speech or physical impairment? Yes ___ No ___. If yes, please explain _____

Has child ever had convulsions? Yes ___ No ___. If yes, please explain _____

Is child on any type of medication? Yes ___ No ___. If yes, what type is it and dosage _____

Have you noticed any sudden personality or behavior changes in your child? Yes ___ No ___. If yes, please explain _____

_____

_____

_____

_____

_____

Does your child have any particular allergies (i.e., medication, foods, etc.)? If so, explain _____

_____

Does your child exhibit any unusual behaviors?

____ Nervousness ____ Hyperactive ____ Passive

____ Withdrawn ____ Nail Biting ____ Bedwetting

____ Other

Describe your child and the family activities during a usual week-end.

_____

_____

_____

_____

_____

Have you experienced difficulty with your child at home? Yes ___

No ___. Include time at which difficulty began. Please discuss fully.

Use additional sheets if desired, or use the back of this page.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Has your child ever been suspended from school? Yes ___ No ___.

How much time per day does your child spend doing the following:

Reading (other than schoolwork) _____

Reading (for school) _____

Homework for school _____

Playing outside the house:

Alone _____

With others _____

Playing inside the house:

Alone _____

With others _____

Listening to radio _____

Watching television _____

Sleeping _____

Does your child have an easy time making friends? Yes ___ No ___

Playmate preference: Older ____ Younger ____ Same age ____

What is your child's favorite subject in school? _____

In what school subject does your child do best? _____

Does your child appear to enjoy school? Yes ____ No ____

List three things you best like about your child.

1. _____

2. _____

3. _____

List three things you would like to be changed in your child.

1. _____

2. _____

3. _____

Has your child been seen by other specialists, physicians, or agencies?

Yes ___ No ___

If yes, please list (include psychological and remedial or other academic help):

Name	Address	Specialty

_____
Signature of Person Completing Form
or Interviewer

HOME VISIT CHECKLIST

INSTRUCTIONS: The information gathered during the home visit is to be used in the development of the Diagnostic Team Objectives, the Diagnostic Summary, and the Long and Short Range Program Objectives.

A. GENERAL INFORMATION:

Name of Child _____ Date _____

Interviewer _____ I.D.# _____

Name of Parent/Guardian _____

Address _____

Phone _____

B. MEMBERS OF HOUSEHOLD:

1. Sex and ages:

a. Siblings _____

b. Relatives (specify relationship) _____

c. Other household members _____

2. Family language usage _____

3. Parent Occupation:

a. Mother (specify if other than mother) _____

b. Father (specify if other than father) _____

4. Parental Employment History: _____

_____

_____

5. Parental Marital History: _____

_____

6. Child's relationship with parents:

7. Child's relationship with siblings:

8. Family attitude toward child and child's need:

9. Child's peer relationships:

10. Child's prior programming and placements and their outcomes:

11. Child's special interests:

12. Child's favorite play activities, toys, games, books, etc.:

13. Child's in-home positive and negative behaviors:

14. Rewards and punishments used by parents and their effectiveness:

15. Parental concerns (i.e., questions parents would like to have answered re: child):

16. Parental expectations for child (i.e., long and short range; at home and in school):

17. Parents' willingness to assist in program implementation:

18. Suggested resource persons (names and telephone numbers):

    1. Family doctor:

    2. Hospital personnel:

    3. Mental health professionals:

    4. Public health professionals:

    5. Public welfare agency staff:

    6. Other:

19. Other comments:

PARENT INTERVIEW: CHILD NOT ENROLLED

REFERRAL: SCREENING INFORMATION

Name of Interviewer _____ Position _____

Name of Child _____ Date of Birth _____

Name of Parent Interviewed _____ Date _____

I. Has your child had a medical, psychological or educational diagnosis? (evaluation, workshop, test) _____

By whom? _____ When? _____

Kind of specialist? _____

Address _____

What clinics, hospitals or specialists have seen the child?

A. Agency or examiner _____

Address _____ Date _____

Kind of examination _____

Diagnosis or report _____

B. Agency or examiner _____

Address _____ Date _____

Kind of examination _____

Diagnosis or report _____

C. Agency or examiner _____

Address _____ Date _____

Kind of examination _____

Diagnosis or report _____

D. Agency or examiner _____

Address _____ Date _____

Kind of examination _____

Diagnosis or report _____

II. If your child has attended school before, did the school help him? ___

If so, how? _____

If your child has studied school subjects, are there any in which he has had particular trouble? _____

In what other group programs has your child participated? _____

_____

Do you feel that he has benefited from them? _____

Where does he spend the majority of his time? _____

Indoors _____ Outdoors _____

Does he help with chores at home? _____

Where does he go in the community? (stores, movies, church, etc.)

Alone _____

Accompanied _____

Is he employed? _____

III. Please answer "yes" or "no" to the questions below. If answering "yes," please describe the child's difficulty on the adjoining line.

Does your child have difficulty in:

Seeing?____. _____

Hearing?____. _____

Standing? ____. _____

Walking?____. _____

Using hands or arms?____. _____

Is your child often ill? ____. _____

Does he have heart trouble? ____. _____

Does he have convulsions or epileptic seizures? ____. _____

Does he have any other physical disabilities or defects not listed above? ____. _____

To help us better understand your child and the type of program he needs, please answer "Yes" or "No" to the following:

Toileting

Bowels controlled ____
Bladder control: In daytime ____ At night ____

Feeding

____ Feeds self alone
____ With some help
____ No self-feeding
____ Eats most foods
____ Eats few foods
____ Eats solid foods

Communication: How does he let you know his wants?

____ Talks
____ Makes sounds
____ Makes facial expressions
____ Gestures

Speech

____ Understandable
____ Uses words
____ Uses sentences
____ Can speak but seldom does

IV. Behavior Characteristics: (Check those which apply)

____ excitable
____ inactive
____ overactive
____ willing to follow requests
____ plays with other children
____ teases others
____ hits or hurts others
____ has no chance to play with children
____ is timid with other children
____ is afraid of (list fears):
_____
_____
_____
____ is attentive
____ has temper tantrums
____ cares for own and other's belongings
____ is aware of danger
____ has few interests
____ has unusual interests
____ prolonged crying or giggling
____ is not apparently interested in people
____ is interested in only one or two people

V. What do you feel your child needs now? Check the items below that apply.

____ to learn to read
____ to learn colors
____ to learn to do basic arithmetic
____ to learn to write
____ to learn to talk
____ to improve his speech
____ to become more relaxed
____ to calm down
____ to have more fun
____ help in adjusting to other children
____ a chance to be with other children regularly

____ to learn to concentrate
____ to learn better muscular control
____ to acquire manual skills
____ to become more independent
____ to learn how to go about the community alone
____ to become more cooperative
____ toilet training
____ to learn to feed self
____ to learn to dress self
____ to learn simple work that he can do independently at home

Other comments:

This information is confidential and will be used only for the benefit of your child.

Please complete the parts of this form that apply to your child. If some sections do not apply, please disregard.

HEALTH HISTORY

A. Identifying Information

Name: _____ Birthdate: _____

Address: _____ Telephone: _____

City: _____ County: _____

School: _____ Teacher: _____

Child lives with: _____ Grade: _____

Address: _____

Phone: _____

Parents

Mother: _____ Address: _____

Birthdate: _____ Occupation: _____

Father: _____ Address: _____

Birthdate: _____ Occupation: _____

Other Children: Name _____ Birthdate: _____ Grade _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

Service Agency Contacts (Please list): _____

_____

1. Has child had a recent physical examination? _____ Date: _____

2. Name and address of family physician and/or pediatrician: _____

_____

3. Is there any history of a handicapping condition in the child's family? (eye, emotional, speech, hearing or physical problem(s), etc.)? __

_____

Describe _____

4. Describe your major concern(s) about your child. _____

_____

5. What questions would you like to have answered? _____

_____

6. Has the child been seen by a neurologist? _____ Psychologist? ___ Had an EEG? ____ Has his speech or hearing been tested? ____ Has the child had training in a speech, hearing, language, or developmental center? ____ If "Yes" to any of the above, please explain and give dates. _____

_____

_____

7. Is this child presently on any type of medication? _____ For what? _____

8. Has your child been screened for vision, hearing and/or speech? If so, what were the findings? _____

_____

B. Prenatal and Birth History:

1. Was pregnancy normal? _____ If not, explain _____

_____

2. What illnesses did mother have during pregnancy? (measles, mumps, flu, etc.) _____

3. Any falls or accidents during pregnancy? _____

_____

4. Was pregnancy full term? ____ If not, explain _____

5. Was delivery normal? _____

6. Length of labor? _____

7. What drugs were used during pregnancy and/or at delivery? ___
_____

8. Instruments used? _____

9. What was the child's condition at birth? _____
Color good? _____ Breathe easily? ____ Birth Weight____

10. Name and address of attending physician _____

11. Was there Rh incompatibility? _____

12. Was infant placed in an incubator following birth? _____
Describe _____

13. Was any special medical attention or hospitalization required for this child during the first three months? _____

14. Mother's age at this pregnancy? ___ What number pregnancy? __

15. How did this delivery compare with others? _____

C. Developmental History:

At what age did this child:

Sit alone _____ Stand alone _____

Walk _____

Toilet Trained:

	Began	Completed
Bowel	_____	_____
Bladder	_____	_____

Has child returned to wetting at any time? ____ Explain _____
_____

Has child returned to soiling at any time? ____ Explain _____
_____

D. Early Illnesses

Childhood Illnesses or Diseases	Age	Complications or Problems
_____	___	_____
_____	___	_____
_____	___	_____

High Fevers _____ Earaches _____ Mild ( ) Severe ( )

How high? _____ Ear Infections _____ Mild ( ) Severe ( )

How long? _____

Allergies or sinus condition _____ If so, explain _____

_____

Comments: _____

Tonsils removed? _____ Adenoids removed? _____ When _____

Severe injuries or falls _____ Ever hospitalized? ____

Why? _____ Length of time in hospital?_____

Physician's name and address _____

Does the child have any of the following symptoms more frequently than most children?

____ indigestion
____ constipation
____ diarrhea
____ runs a temperature
____ seems overtired
____ eyestrain
____ weak or lacking in pep
____ sinus trouble
____ nervous spells
____ dizzy spells
____ headaches
____ asthma
____ aches and pains
____ hay fever
____ colds
____ vomits food
____ nightmares
____ perspires even in cool weather

Describe: _____

_____

E. Child's Communication: (Tell how child understands and uses speech)

1. Does the child usually ask for things? _____ or point? _____
2. Does the child attempt to use speech? _____
3. Can the entire family understand the child? _____
4. Can friends and casual acquaintances understand the child?___
5. When did your child say his first word? ____ What was it?____
6. Approximately how many words does your child usually combine to make a sentence? _____
7. Write down a typical phrase or sentence your child says. ____

   _____
8. At any time, has your child's communication drastically changed? If yes, describe. _____
   To what do you attribute this change? _____
9. Does your child understand conversation? _____ Single words? ____ Gestures? _____

F. Ear History:

1. Has your child ever had an ear examination in an ear doctor's office? Yes _____ No _____
   If so, when? _____ By whom? _____

2. Have you noticed signs which may indicate ear problems?
   Yes _____ No _____ If yes, what are they? _____
   Does any type of fluid ever come from your child's ear? _____
   Does your child have a heavy amount of ear wax? _____

3. Do any of the immediate members of the family have any of the ear problems mentioned in question #2?_____

4. Has there been surgery or medication for ear problems? _____
   Describe: _____

5. Has your child ever received any medication such as Aureomysin? ____, Streptomycin?_____, or Sulfa?_____

6. Family History:
   List relatives having hearing problems: _____
   _____
   Causes: Otosclerosis _____ Genetic _____ Infection _____

G. Hearing Loss:

1. How long have you been aware of some hearing problems? _____

2. Do you know what may have caused the hearing loss? _____

3. Does your child complain of any "ringing" or noise in his ears? _____

4. Does your child complain of any "dizziness?" _____
   Describe: _____
   If "yes" to above, how often, for how long, and at any particular time? _____

5. Does your child wear a hearing aid? ____ If "yes" for how long? _____

6. Does your child respond to sounds in his environment? _____

7. Which ear appears to be the better ear? _____

8. Does the hearing vary from one day to the next? _____

9. Is the hearing better at any season of the year? _____

10. Has your child's hearing been tested previously? _____

Dates _____ By whom? _____ Address _____

H. Eye History:

1. Has your child ever been examined by an eye doctor?_____ If so, when? _____
Doctor's name _____ Address _____
Ophthalmologist _____ Address _____
Optometrist _____ Address _____

2. Does your child wear glasses? _____

3. Has your child ever worn an eye patch or had a course of visual training? _____ If "yes" please describe. _____

_____

4. Has your child had eye surgery? ____ If "yes" please describe.

_____

5. Do the eyes look crossed or does one eye wander away from the object at which the child is looking, especially when ill or tired? _____

6. Do any members of your family have crossed eyes or one eye which is weaker than the other? _____

7. Does your child take medication for eye infections or allergies?

_____

8. Does your child have eye-hand coordination problems? _____

I. Physical:

Orthopedic History:

1. Describe child's physical problem: _____

2. Are you aware of the child's exact medical diagnosis? If so, please state: _____

3. What may have caused the condition? _____

4. How long has the condition existed? _____

5. Medical Specialist(s) involved in diagnosis and/or treatment of the child:

Pediatrician: _____ Address: _____
Orthopedist: _____ Address: _____
Psychiatrist: _____ Address: _____
Other: _____ Address: _____

6. Treatment recommendations: _____

_____

7. Are there any special devices needed for treatment and/or daily living (e.g., braces, catheter, aspirator, etc.)? _____

_____

J. Check any of the below which you have observed in your child:

____ restless or overactive
____ excitable
____ inattentive
____ overly sensitive, feelings easily hurt
____ daydreams
____ temper tantrums or outbursts
____ irritable, prone to bickering
____ destructive of his things or others'
____ overly bold, rude, or ill-mannered
____ overly clinging or dependent
____ shy, bashful or withdrawn
____ too easily led by others
____ clumsy, awkward, poor coordination
____ seeks attention, shows off
____ sluggish, drowsy, slow in manner
____ depressed, often sad
____ nervous, jittery, easily startled
____ frequent complaints of aches or pains

Describe: _____

_____

K. List or describe the things you like about your child's behaviors:

_____

_____

Signature _____

Relationship _____

Date _____

Please contact:

REQUEST FOR ASSIGNMENT OF A SURROGATE PARENT

To: (Name)_____
Human Services Department
_____ County Office
_____

Under the provisions of State Statutes and Department of Education Regulation _____, we are contacting you to request that an individual be assigned to serve as a surrogate parent for the child named below. We are making this request because:

_____ the child's parent or guardian is unknown or unavailable.
_____ the child is a ward of the State.
_____ the parental rights have been terminated.

1. Child's Name: _____
2. Address: _____
   Number Street
   _____
   City State Zip Code
3. Telephone: _____ Date of Birth _____
   Area Code Telephone
4. With whom is the child residing?
   Name:_____
   Relationship: _____
5. The surrogate parent performs the following types of functions.
   _____
   _____
6. Special consideration for surrogate selection is (if needed)
   _____
   _____
7. The first date the surrogate parent is needed is
   _____ at _____
   (date) (time)

We understand that Human Services has the obligation to determine whether a guardian ad litem should be appointed.

Please respond to _____
(name of person completing form)
with the name, address, and phone number of the person by _____
(date)

Thank you for your assistance. If you have any questions, please contact me.

_____
(Name of School Employee)

_____
(Signature of School Employee)

_____
(Title of School Employee)

_____
(Address and Telephone Number)

REQUEST FOR ASSIGNMENT OF A SURROGATE PARENT

ORIGINATOR: Any employee of a school district, state education agency, residential school, institution, or hospital; any judicial officer; or any other person whose work involves education or treatment of children who knows of a child possibly needing special educational services and knows that:

- The child's parents or guardians are not known.
- The child's parents or guardians are not available.
- The child is a ward of the state.

PURPOSE: To request assignment of a surrogate parent to the child. The request shall be filed with the Human Services Department, County Office.

Date: _____

CHILD

1. NAME: _____

2. ADDRESS _____
Number Street

_____
City State Zip Code

3. TELEPHONE: _____
Area Code Number

4. WITH WHOM IS THE CHILD RESIDING?
NAME: _____
RELATIONSHIP: _____

5. TYPES OF FUNCTIONS:
We understand that Human Services has the obligation to determine whether a guardian ad litem should be appointed.

INQUIRER

1. NAME: _____
2. POSITION TITLE: _____
3. EMPLOYER/AGENCY: _____
4. BUSINESS ADDRESS: _____
Number Street

_____
City State Zip Code

5. BUSINESS TELEPHONE: _____
Area Code Number

6. REASON FOR REQUEST: _____
_____

Signature: _____
Person Making Request

REQUEST FOR INTERPRETER/TRANSLATOR

PURPOSE: All communication with parents of children referred for service or receiving service should be conducted in the primary language of the home. If it is determined that the language is other than spoken English and that an interpreter/translator is needed to facilitate communications between school personnel and the parents and/or the child, then this form should be completed and submitted to the appropriate person or agency. A copy should be maintained on file.

1. CHILD'S NAME: _____

   PARENT'S NAME: _____

   ADDRESS: _____
   Number Street

   _____
   City State Zip Code

2. The preferred language of the home is _____

3. An interpreter/translator will be needed for the following:

   Prior Notice
   Consent for evaluation
   Parent/Teacher Conference
   Development of IEP
   Annual Review of IEP
   Review of Records
   Hearing Procedures

4. An interpreter/translator is needed on the following date(s):
   _____

   _____

5. Person(s) initiating request:

   Name: _____ Telephone: _____

   _____

6. Submitted to:

   Name: _____ Telephone: _____

   Date: _____

PARENT INVITATION TO CONFERENCE
TO OBTAIN PERMISSION TO TEST*

Date _____

Dear _____

In order for the educational program to be effective for each child, it is important that school personnel and parents work together as a team. A part of this teamwork is a two-way communication.

We would share our information regarding _____'s (name) educational progress at this time, and invite you to confer with us in order to exchange information that may be helpful to us and your child. With your help we can better evaluate the educational needs of your child and hopefully plan the most appropriate educational program.

Please contact us at _____ as soon as possible in order to plan for a personal conference which is mutually convenient.

Your cooperation is appreciated.

Sincerely,

_____

*To be used for in-school referral

Invitación a los padres a una conferencia
con el fin de obtener el permiso para evaluar
a su hijo/a por medio de tests.

Fecha: _____ de _____ de _____
(día) (mes) (año)

Estimados _____

Para que el programa educativo sea más provechoso para su hijo/a, es de mayor importancia que los padres del estudiante y sus maestros trabajen en equipo. Un aspecto muy importante de este trabajo es la información sobre el progreso educativo de _____ (nombre) y le invitamos a que se reuna con nosotros para el intercambio de información que nos puede ser útil para poder mejor ayudar a su hijo/a. Con su ayuda podemos evaluar mejor las necesidades del estudiante y así formar para él/ella, el más apropiado programa educativo.

Por favor póngase en contacto con nosotros lo más pronto posible para fijar una reunión cuando mejor sea conveniente para los dos.

Se agradece su cooperación.

Sinceramente,

_____

PARENT AUTHORIZATION FOR EDUCATIONAL DIAGNOSIS

Following a discussion with school personnel acquainted with my child, I authorize the use of school educational diagnosis to aid in educational planning and to assist in the guidance of my child.

I understand that these services may include the administration of individual intelligence, achievement, aptitude, and/or projective tests or scales to be given by fully qualified personnel, and that upon completion, a conference will be arranged to discuss the conclusions and recommendations resulting from the service.

I hereby certify that I have been advised of my rights to:

- review all records related to the referral for evaluations
- review the procedures and instruments to be used in the evaluation
- be fully informed of the results of the evaluation
- get an outside evaluation for my child from a public agency, at public expense if necessary

☐ Aware of these rights, I give my permission for my child to be assessed for possible special education services.

☐ Aware of these rights, I do not give my permission for my child to be assessed for possible special education services.

Name of Pupil: _____

Birthdate: _____

School: _____

_____ _____

Signature of Parent or Guardian Date

_____

Interpreter (when present)

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Autorización de los padres para un diagnosis educativo.

Después de haber hablado con aquellas personas de la escuela que conocen bien a mi hijo/a, yo autorizo el uso de los tests diagnósticos para ayudar a formar el plan educativo de mi hijo/a y para ayudar en su dirección.

Yo entiendo que estos servicios pueden incluir la administración de tests de inteligencia, de lo que es capaz, de aptitud, y de tests que pueden medir el potencial estos serán administrados por personas competentes y preparadas en estas materias. Al completar estos tests se fijará una conferencia conmigo para discutir las conclusiones y recomendaciones que hayan resultado de este servicio.

Yo, por ésta, certifico que se me han explicado mis derechos para:

- repasar todos los documentos del estudiante que ha sido referrido para la evaluación.
- repasar los procedimientos e instrumentos que se usarán en la evaluación.
- conseguir una evaluación para mi hijo/a de una agencia pública fuera de la escuela, si es necesario, sin ningún gasto para mí.

☐ Conociendo mis derechos, doy mi permiso para que mi hijo/a sea evaluado/a para posibles servicios educativos especiales.

☐ Conociendo mis derechos no doy mi permiso para que mi hijo/a sea evaluado/a para posibles servicios educativos especiales.

Nombre del estudiante_____

Fecha de nacimiento_____

Escuela_____

_____ _____de _____de _____
Firma del padre o guardián Fecha: (día) (mes) (año)

_____
Intérprete (cuando haya uno)

PARENT CONSENT FOR DIAGNOSTIC TESTING

Following a discussion with school personnel acquainted with my child, I authorize the use of school educational diagnosis to aid in educational planning and to assist in the guidance of my child.

I understand that these services may include the administration of assessment instruments to assess the following areas:

Communication:

Intelligence:

Social/Behavior:

Academic:

Other:

We have been advised that we have certain rights according to state regulations. They are repeated here:

1. the right to review all records related to the referral.
2. a right to review the instruments (tests) used to evaluate our child.
3. the right to be fully informed of the results of the evaluation.
4. if in disagreement with the results, we have the right to obtain an outside evaluation, at public expense if necessary.
5. the right to request an impartial due process hearing.

A full explanation of your rights is attached for you to read and keep.

I have been informed of the referral of my child, _____ _____ (name), for individual testing or other evaluation procedures indicated above.

☐ Permission is given to conduct the evaluation as described.
☐ Permission is not given to conduct the evaluation as described.
☐ Request conference to discuss the referral of my child and/or explain my rights as outlined on the attached notice.

_____
Parents Signature

_____
Date

_____
Interpreter (when present)

Ejemplo 20

1ª página de 1

Consentimiento de los padres para que se lleven a cabo los tests diagnósticos.

Después de haber hablado con los maestros que conocen bien a mi hijo/a, permito que se use el diagnosis escolar educativo (tests) para ayudar a formar el programa educativo de mi hijo/a y también para ayudar en su dirección.

Comprendo que estos servicios pueden incluir la administración de varios tests para evaluarlo/la en los siguientes areas:

Comunicación

Inteligencia

Comportamiento social

Campo académico

Varios otros.

Se nos ha dejado saber que tenemos ciertos derechos según las leyes del Estado. Estas son:

1. El derecho de repasar todos los documentos que se refieran al estudiante.
2. El derecho de repasar todos los tests que se usarán en la evaluación.
3. El derecho de saber todos los resultados de la evaluación.
4. Si no estamos de acuerdo con los resultados podemos obtener otra evaluación por medio de una agencia pública sin ningún gasto para nosotros.
5. El derecho de pedir el proceso de ser oídos.

Una explicación completa de sus derechos va incluída para que se pueda referir a ella.

Se me ha informado de la recomendación para que mi hijo/a sea evaluado/a por medio de los tests individuales u otros procedimientos educativos según se ha indicado.

☐ Doy permiso para que se lleve a cabo la evaluación así descrita.
☐ No doy permiso para que se lleve a cabo la evaluación así descrita.
☐ Pido una conferencia para discutir la recomendación de mi hijo/a, o para que se me expliquen mis derechos así enumerados en la hoja añadida.

_____
Firma de los padres

_____ de _____ de _____
Fecha: (día) (mes) (año)

_____
Intérprete (cuando haya uno)

MEDICAL EXAMINATION SUMMARY

Instructions:

A copy of this completed assessment should be submitted to _____ Educational Agency, _____, by _____ (date.)

Check one: __child's regular MD __school MD __consultant __other (specify)
I: __can __can not __may be able to attend educational plan development meeting

1. PRESENT AND PAST HISTORICAL REVIEW	Findings				Possible Educational Relevance				
Areas	Never a Problem	Problem Now	Possible Problem	Was a Problem	No Impact	Constraint	Facilitator	Cannot Say	
Perinatal Complication(s)									
Congenital Anomaly(ies)									
Chromosomal Anomaly(ies)									
Biochemical Defect(s)									
Seizures									
C.N.S. Damage									
Chronic Illness(es)									
Hospitalization									
Recurrent Symptoms									
Trauma/Accidents									
Accidental Ingestion(s)									
Motor Development									
Language Development									
Social Development									
Bowel, Bladder Training									
Home Environment									
Activity Level									
Emotional Stability									
Peer Relationships									
Family Interactions									

2. PHYSICAL EXAMINATION	Findings				Possible Educational Relevance				
Areas	Unremarkable	Excellent	Indication(s) of Malfunction	Not Assessed	No Impact	Constraint	Facilitator	Cannot Say	
Nutrition									
Maturation									
Height "									
Weight lbs									
Head Circumference cm									
Eyes, Ears, Nose, Throat									
Dentition, Mouth									
Chest & Cardiovascular									
Abdomen, Genitalia									
Extremities and Musculoskeletal									
Other General Findings									
Visual Acuity									
Ocular Movements									
Color Vision									
Auditory Acuity									
Speech									
Perceptual Function									
Gross Motor Function									
Fine Motor Function									
Muscle Tone									
Reflexes									
Other Neurological Findings									

3. CURRENT HEALTH MANAGEMENT

Condition	Treatment	Amount	Frequency	Effectiveness	Educational Impact of Treatment: None	Constraints	Facilitator

4. ELABORATION AND COMMENTS ON EDUCATIONAL CONSTRAINTS AND FACILITATORS

__ Additional Comments on Attached Sheet

5. RECOMMENDATIONS (include limitations on activity and endurance)

__ Additional Comments on Attached Sheet

6. STATEMENT OF FINDINGS

__ I have found NO medical constraints on performance.

__ I have found the above noted constraints on performance

7. _____ MD Date _____
(signature)

QUESTIONS EDUCATORS SHOULD ASK THE DOCTOR

1. Are the child's intellectual problems due to some medical cause?
2. Is it treatable?
3. Are the child's physical problems on a medical basis (including vision, hearing)?
4. Treatable?
5. Are the child's behavioral problems of a medical cause?
6. Treatable?
7. Are there specific needs for appliances (e.g., glasses, hearing aid, braces)?
8. Is the family care adequate?
9. Are management problems contributing to the difficulties?
10. Is there significant family history concerning this condition?
11. Is any special management needed in classroom (e.g., location of child; speaking to child)?
12. Can he play without restriction with other children?
13. Is he difficult to manage and should discipline be specialized?
14. Do the parents need special support?
15. Would you like to receive a description of his classroom and/or learning problems?
16. May I receive any recommendations you have?
17. Is he on medication? If so, should any special behaviors be expected? What should be done in the event these behaviors are observed?
18. If the problems have an emergency quality (e.g., convulsions) could you be called?

ADMINISTRATION OF MEDICATION

ORIGINATOR: Special Education Administrator

PURPOSE: To secure important information regarding the administration of medication and the effects the medication might have or is having on the school performance of the student.

Student name: _____
Duration of this form: _____school year (or until medication is changed)

Type of prescription:

Recommended dosage:

Time(s) administered:

Reactions: The physician/pharmacologist is urged to list potential reactions the child might have to medication. The teacher or support personnel should note any behavioral changes.

Anticipated Reactions to Medication (potential impact on education)	Observed Reactions to Medication (actual impact on education)	Date	Obs. by
Ex: Increased drowsiness expected for first 4-5 days of medication change	Ex: Student fell asleep while talking during science class. Was asleep for 5 minutes	9/18	ST

During the school hours of _____ and _____, it is my understanding that (person administering medication) _____, who is (child's name) _____ teacher or (type in position) _____ will administer the prescribed medication according to the specified physician's recommendations.

Signatures: Date of Signatures:

_____ Parent _____

_____ Physician _____

_____ Person Admin. Med. _____

_____ Bldg. Level Admin. _____

Ejemplo 23
1ª página de 1

La administración de medicamentos

Originador: El Encargado de Educacion Especial

Propósito: Para conseguir información importante en cuanto a la administración de medicamentos y los efectos que estos medicamentos pueden tener o tienen sobre el estudiante en la escuela.

Nombre del estudiante_____
Tiempo que dura este informe:_____ año escolar (o hasta que se cambie el medicamento).

Tipo de prescripción (receta):

Cantidad recomendada (dosificación):

Veces administrada:

Reacciones: Se le recomienda al médico o al boticario que haga una lista de las reacciones que el niño/a pueda tener a este medicamento. También los maestros y sus ayudantes deberán fijarse en cualquier cambio de comportamiento en el estudiante.

Reacciones anticipadas al medicamento (efecto que puede tener en la educación del niño/a).	Reacciones al medicamento observadas (efecto que tuvo sobre la educación del niño/a).	Fecha	Observado por
ejemplo: Probablemente le dará sueño durante los primeros 4-5 días después de cambiar al medicamento.	ejemplo: El estudiante se durmió durante la clase. Durmió unos cinco minutos.	9/18	ST

Tengo entendido que durante las horas _____ y _____ (horas de escuela) el señor/a/ita _____, maestro/a o (título) _____ de (estudiante) _____ le administrará el medicamento recetado según las recomendaciones específicas del médico.

Firma Fecha

_____ Padres _____

_____ Médico _____

_____ Administrador del medicamento _____

_____ Director(Principal) _____

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EDUCATIONALLY ORIENTED HEARING REPORT

1. What is the cause of the hearing impairment? Is any treatment required?

2. Is there a general physical condition that causes this hearing impairment? Briefly describe hearing.

3. Is the hearing condition likely to get better, worse or stay the same?

4. Should the teacher be alert to any symptoms (hitting the ear, etc.), that could possibly signal a need for professional attention?

5. Should the child wear a hearing aid, and if so, when?

6. Were you able to determine an accurate hearing acuity? If so, please give acuity and type of target used.

7. If unable to determine an accurate hearing acuity, what is your opinion regarding what the child hears?

8. Were you able to determine the range of hearing? If so, were there areas of no response in the hearing field? Where?

9. What recommendations can you give the teacher about the child's hearing functioning?

10. Was the child able to locate sound sources?

11. Will the child work better with high or low frequency sounds?

12. What restrictions should be placed on the child's activity?

13. What specific recommendations do you have concerning the child's use of hearing in learning situations?

14. When should this child be examined again?

15. How does this loss affect speech intelligibility?

EDUCATIONALLY ORIENTED VISUAL REPORT

1. What is the cause of the visual impairment? Is any treatment required?

2. Is there a general physical condition that causes this visual impairment?

3. Is the visual condition likely to get better, worse, or stay the same?

4. Should the teacher be alert to any symptoms (excessive eye rubbing, etc.), that could possibly signal a need for professional attention?

5. Should the child wear glasses or contact lens, and if so, when?

6. Were you able to determine an accurate visual acuity? If so, please give acuity and type of target used.

7. If unable to determine an accurate visual acuity, what is your opinion regarding what the child sees?

8. Is the student's focusing ability and eye muscle balance adequate? If not, please describe.

9. Were you able to determine the field of vision? If so, were there areas of no vision in the visual field? Where?

10. What recommendations can you give the teacher about the child's visual functioning?

11. Was the child able to track? If so, where?

12. Will the child work better with large or small pictures and objects? And, at what distance?

13. What lighting conditions do you recommend for optimal visual functioning?

14. What restrictions should be placed on the child's activity?

15. What specific recommendations do you have concerning the child's use of vision in learning situations?

16. When should this child be examined again?

QUESTIONS EDUCATORS SHOULD ASK THE AUDIOLOGIST

I. Diagnosis of the Hearing Loss & Initial Audiological Follow-up

A. Does the child have a hearing loss?
   1. What degree of hearing loss does the child have (mild, moderate, severe, profound)?
   2. What type of hearing loss does the child have?
      a. Is the hearing loss unilateral, bilateral symmetrical, or bilateral asymmetrical?
      b. What is the site of lesion of the hearing loss?
         1. Is the hearing loss conductive?
         2. Is the hearing loss sensorineural?
         3. Is the hearing loss mixed?
      c. How long has the child had the hearing loss? Is it acquired or congenital?
      d. Is there a known causal factor for the hearing loss?
      e. Is the hearing loss fluctuating, stable, or becoming progressively worse?
   3. What effect has the hearing loss had on the child?
      a. Is there a delay in speech and language development?
      b. Are there any behavioral or emotional problems associated with the hearing loss?

B. What is the appropriate follow-up procedure after the hearing loss has been diagnosed?
   1. If the hearing loss is sensorineural, is further audiological or otological testing necessary to rule out a retrocochlear site of lesion?
   2. Is a medical referral appropriate?
      a. Is the hearing loss usually correctable by surgery or medication and, if so, what type of audiological follow-up is necessary?
      b. To what type of physician should the child be referred?
   3. Is amplification appropriate?
      a. Who should conduct the hearing aid evaluation?
      b. What is involved in the hearing aid evaluation?
         1. What is the procedure?
         2. What is the evaluation fee?
         3. How long is the trial period?
      c. What is the appropriate hearing aid fitting?
         1. Will the hearing aid be an ear-level or body-worn hearing aid?
         2. Which ear should be fitted?
         3. Will the child need a binaural or monaural fitting?
         4. What is the appropriate type of earmold?
      d. Where will the hearing aid be purchased and what will be the approximate expense?
      e. What financial resources are available to parents for the purchase of a hearing aid?

f. How well will the child be able to hear with amplification?
g. What is the role of the school and the classroom teacher in the orientation, usage, and care of the hearing aid?

4. Is hearing conservation indicated?
   a. Should the child make use of ear protection in all "noisy" situations?
   b. How often are audiological reevaluations necessary?
5. Is a speech and language evaluation or an overall developmental assessment of the child necessary?

II. Appropriate Education for the Hearing Impaired Child

A. In what type of classroom should the child be placed?
   1. Is a regular classroom setting appropriate?
      a. Is preferential seating necessary?
      b. Is speech therapy recommended?
      c. Is a resource teacher needed?
   2. Is enrollment in a "hard-of-hearing classroom" for full days necessary?
   3. Is a regular classroom for part of the school day and a hard-of-hearing classroom for the other part of the school day appropriate?
   4. What other options are available?

B. What information should the classroom teacher have concerning the child's hearing loss?

C. What information should the classroom teacher have concerning the child's amplification system?

D. Whose responsibility is it to check if the hearing aid is functioning adequately on a day-to-day basis?

III. Hearing Conservation in the School

A. What considerations are involved in setting up a school hearing screening program?
   1. What are the state guidelines concerning: (a) personnel needed, (b) type of screening test employed, (c) pass/fail criteria, (d) population of children screened, (e) necessary facilities and equipment, and (f) audiological and otological follow-up?
   2. Who should be in charge of setting up the hearing screening program?

B. How can the classroom teacher help in identifying hearing impaired children?

AUDIOLOGICAL RECORD

Child's Name _____ Birthdate _____

1. Date of Exam _____
2. Examiner _____ Title _____
3. Office Address _____
4. Results:

Standard Used for Testing: __ ISO __ ASA (NOTE: If sound field examination, check here __. Record results in spaces provided for right ear.)

Right Ear

Frequency	125	250	500	1000	2000	4000	6000	8000
Air Conduction								
Bone Conduction								

Left Ear

Frequency	125	250	500	1000	2000	4000	6000	8000
Air Conduction								
Bone Conduction								

Test Validity _____

Unaided SAT R___dB L___dB Aided SAT R___dB L___dB
Unaided SRT R___dB L___dB Aided SRT R___dB L___dB
Discrimination Ability R___% L___%

5. Hearing Aid Use:

Does student use a personal aid? ___ yes __ no

If Yes, is Aid __ Monaural __ Binaural __ Y Cord

Is this the child's first aid? __ Yes __ No

Indicate Manufacturer of Aid _____

If aid is NOT in use but recommended, indicate type recommended

_____

At what age did child first wear an aid? _____

Indicate the general success with the aid, e.g., tolerance, allergies

_____

_____

6. Otological comments _____

_____

_____

_____

QUESTIONS EDUCATORS SHOULD ASK THE PHYSICAL THERAPIST

1. Does the child have adequate independent head control to maintain normal eye contact with educational materials?

2. Does his head control depend on adapted positioning or straps in a chair? Please describe.

3. Does his sitting balance depend on adapted positioning or straps in a chair? Please describe.

4. At what level should visual materials be presented for him to maintain the best head and trunk control--above, below, or at eye level?

5. At what level should arm activities such as finger painting, writing or manipulation be done--regular desk height, table at shoulder height, easel, or other?

6. What position changes should be encouraged during classroom hours to prevent deformities?

7. Is adaptive equipment needed for these positions? Please describe.

8. What are the deformities most in danger of developing?

9. Are there any activities that could make his control worse? Please describe.

10. Does he have normal feeling in all parts? If not, what precautions must be taken?

QUESTIONS EDUCATORS SHOULD ASK THE CLINICAL PSYCHOLOGIST OR PSYCHIATRIST

1. Were the results of different instruments consistent? Are there discrepancies?

2. What implications for school curricula were noted from the assessment? Why?

3. What environmental adaptations facilitate learning and performance?

4. Were the findings considered valid and representative of the child's behavior? Should further assessment be done? When? What assessment?

5. What major assets and liabilities were noted during the assessment? How might assets be used in programming? Liabilities minimized?

6. Can immediate training/educational objectives be recommended?

7. What, if any, resource/support services might facilitate the child's adaptation to the school environment/setting?

INDIVIDUAL DIAGNOSIS RESULTS
(This does not represent the child's IEP)
Use as many forms as necessary to summarize relevant results.

Child's Name _____ Birthdate _____

School _____ Class _____

Test Given	N	CR	Results--Give Scores if Norm-Referenced
Other Pertinent Information:			

AREA: (Educational, Langauge, Screening, Social, Family, Medical, Behavioral, Other (Specify))	
Current Level of Educational Functioning (Strengths and Weaknesses)	
Recommended Annual Goals	Recommended Short Term Objectives
Recommended Strategies/Materials	
Recommended Least Restrictive Placement (Describe the services it is recommended the child receive)	

Attach copies of all referral, screening, history and assessment data.

_____
Diagnostician/Speech-Language
Pathologist Signature

_____
Date

ASSESSMENT SUMMARY REPORT

ORIGINATOR: Any professional conducting assessments for the purpose of determining a child's eligibility for special education and related services.

PURPOSE: To summarize assessment information and present performance levels for the development of the child's individualized education program.

Assessment Performed by: _____ Name _____ Position

_____ Address _____ Specialized Field

_____ Phone _____

Student's Name _____ Birthdate _____

Date of Report _____

Specific questions to be addressed:

Screening and history findings:

Assessment tools and settings: (List the tests administered)

_____ Date / / _____ Date / / _____ Date / / _____ Date / / _____ Date / /

_____ Date / / _____ Date / / _____ Date / / _____ Date / / _____ Date / /

Other Diagnostic Information:
1.
2.
3. etc.

*Results/Interpretations	*Implications for IEP	*Present Level(s) of Performance Statements

*Attach copies of all referral, screening, history and assessment data.

Signature _____ Date _____
Diagnostician/Speech & Language Pathologist

CRITERIA FOR JUDGING CHILD ASSESSMENTS

For each of the evaluations listed as "needed" on the Child Evaluation Checklist, check the following items. Each criterion should be met to the Committee's satisfaction.

Child's name _____ Birthdate _____

School _____ Class _____

Type of Evaluation _____

Date of Evaluation _____

Evaluator _____

_____ Report is written in understandable language.

_____ Tools or processes used in evaluation are identified and adhere to regulations

_____ Setting in which evaluation occurred is described

_____ Evaluation contains concise statement of specific results

_____ Evaluation synthesizes all available information

_____ Identification of problem areas identified by evaluation

_____ Identification of problem areas identified by behavioral observation

_____ Evaluation contains concise statement of strengths and weaknesses

_____ Information is relevant to educational planning

_____ Information describes conditions which influence ability to perform tasks

Recommendations are made regarding:

_____ eligibility by specific exceptionalities

_____ program placement

_____ related service needs

INFORMING PARENT OF EA&R/IEP COMMITTEE MEETING

_____
(Date)

Dear _____
(Parent/Guardian)

The educational assessment on your child, _____, (child's name) has been completed and the results are ready for review. We have scheduled a team conference and would like you to be present to assist us in reviewing the assessment results and in developing an appropriate program plan. The team conference will be held on _____ (month and day) in _____ (room and building address) at _____ (time). If this time or place is not convenient, please contact _____ (name of school employee, title) _____ (address and telephone number) as soon as possible so that we can schedule a mutually agreeable time and place. The team conference will take place as scheduled if we do not hear from you. If you do not attend this program planning conference, you will receive a notice before any change is made in your child's educational program.

Sincerely,

_____
(Name of School Employee)

_____
(Signature of School Employee)

_____
(Title of School Employee)

_____
(Address and Telephone Number)

Carta a los padres informándoles de la reunión del Comité EA y R/IEP (Repaso de valoración educativa/Programa de educación individualizada)

Fecha: _____ de _____ de _____
(día) (mes) (año)

Estimado _____
(padre o guardián)

La evaluación educativa de su hijo/a _____ ha sido completada y los resultados están listos para ser repasados. Hemos fijado una conferencia y nos gustaría que estuviera presente para ayudarnos a repasar los resultados de la evaluación y para formar un programa apropiado. Esta conferencia será el _____
(fecha)

en _____ a las _____ . Si la fecha o el lugar no le son convenientes favor de avisar a _____
(salón o edificio) (hora)

_____
(Empleado de la escuela, teléfono, dirección)

lo más pronto posible. Si no avisa lo contrario, la conferencia se llevará a cabo pero usted recibirá una carta informándole de los resultados antes de que hagamos cualquier cambio en el programa educativo de su hijo/a.

Sinceramente,

_____
Nombre del empleado de la escuela

_____
Firma del empleado

_____
Título del empleado

_____
Dirección y teléfono

PARENT NOTIFICATION OF EA&R/IEP MEETING AND PRIOR NOTICE

Date _____

Dear _____

As you know, we have been completing an educational assessment of your child _____ (child's full name). We would like to meet with you to share information from the completed assessments. At this meeting you will have the opportunity to assist in the development of educational objectives along with the other team members. The results of this meeting will be the development of the most appropriate educational program for your child.

The meeting will be on _____ (date) at _____ (time) in _____ (location). If you are unable to attend, please contact us at _____ (phone number) as soon as possible in order to plan a time which is mutually convenient.

It is possible that as a result of this meeting your child's educational placement may change. No change, however, will be authorized without your permission.

Sincerely,

_____
(name)

_____
(date)

Aviso a los padres de la reunión de
EA y R/IEP y aviso previo

Fecha: _____

Estimados _____

Como saben ustedes, hemos estado completando una evaluación educativa de su hijo/a _____. Nos
Nombre
gustaría reunirnos con usted para compartir la información de las evaluaciones completadas. En esta reunión usted tendrá la oportunidad de ayudar en el desarrollo de los propósitos educativos junto con otros miembros del equipo. El resultado de esta reunión será el desarrollo del mejor programa educativo para su hijo/a.

Esta reunión será el _____ de _____ a las _____
día mes hora
en _____. Si no puede asistir llámenos a este número
lugar
_____ lo más pronto posible para poder fijar una fecha que mejor nos convenga.

Es posible que como resultado de esta reunión la colocación de su hijo/a pueda cambiar. Sin embargo, ningún cambio se efectuará sin permiso suyo.

Sinceramente,

_____
nombre

_____
fecha

From the New Mexico Dept. of Education

RECOMMENDED FORMAT FOR THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A. STUDENT DATA

Legal Name of Student _____ _____ _____ Student I.D. Number _____
First Middle Last

Educational Agency _____ Date _____
School/Site _____ Grade/Class/Level _____
Child's Dominant Language _____ Family's Dominant Language _____ Method of Determination _____
Date of Birth _____ Age _____ Sex _____ _____
Month/day/year years/months

B. IEP TEAM PARTICIPANTS
INITIAL IEP/TEAM MEMBERS PRESENT

Signature		Date	Agreement with IEP Service Plan
_____	*LEA Representative	_____	Yes ( ) No ( )
_____	*Special Teacher, or	_____	Remarks: _____
_____	*Regular Teacher	_____	_____
_____	*Parent	_____	_____
_____	Diagnostician	_____	_____
_____	Student	_____	_____
_____	Other	_____	_____
	*Participation required		_____

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SAMPLE 35
Page 1 of 6

FIRST YEAR ANNUAL REVIEW/TEAM MEMBERS PRESENT

Signature		Date	Agreement with IEP Service Plan Yes ( ) No ( )
_____	*LEA Representative	_____	
_____	*Special Teacher, or	_____	Remarks: _____
_____	*Regular Teacher	_____	_____
_____	*Parent	_____	_____
_____	Diagnostician	_____	_____
_____	Student	_____	_____
_____	Other	_____	_____
_____	Other	_____	_____
	*Participation required		_____

SECOND YEAR ANNUAL REVIEW/TEAM MEMBERS PRESENT

Signature		Date	Agreement with IEP Service Plan Yes ( ) No ( )
_____	*LEA Representative	_____	
_____	*Special Teacher, or	_____	Remarks: _____
_____	*Regular Teacher	_____	_____
_____	*Parent	_____	_____
_____	Diagnostician	_____	_____
_____	Student	_____	_____
_____	Other	_____	_____
_____	Other	_____	_____
	*Participation required		_____

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SAMPLE 35
Page 2 of 6

C. ATTACH EDUCATIONAL APPRAISAL AND REVIEW COMMITTEE REPORT FORM

D. SUMMARY OF PRESENT LEVELS OF CHILD PERFORMANCE: (For example: reading, mathematics, language/communication, motor, self-help, social/behavioral, vocational/career)

Area	Level and Description of Performance	Observation and/or Method of Measurement on File	Date	Additional Information

E. IMPLEMENTATION/INSTRUCTIONAL PLAN

Name _____ _____ Grade ____ Parent's Signature _____

Service Provided by _____ Principal's Approval _____

Title _____

(1) Short-term Instructional Objectives	(2) Annual Goal	(3) Media or Instructional Materials	(4) Criteria For Mastery	(5) Indicators of Progress (Optional)	(6) Date Mastered

14-82

SAMPLE 35
Page 4 of 6

E. IMPLEMENTATION/INSTRUCTIONAL PLAN

Service _____ Area _____

Long-Term Annual Goal _____

Instructional Objectives	Criteria and Evaluation Procedures	Starting/Ending Date	Comments

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SAMPLE 35
Page 5 of 6

F. SERVICE SCHEDULE

1. Special Education Services:

Type	Position of Person(s) Responsible	Hours Per Day (or) Week	Date to be Initiated	Projected Date to End Services

2. Related Services to be Provided (by school or outside agency, e.g. Crippled Children's Service):

Type	Position of Person(s) Responsible	Hours Per Day (or) Week	Date to be Initiated	Projected Date to End Services

3. Regular Education Services:

Type	Position of Person(s) Responsible	Hours Per Day (or) Week	Date to be Initiated	Projected Date to End Services

4. Physical Education Services or Adaptive P.E.:

Type	Position of Person(s) Responsible	Hours Per Day (or) Week	Date to be Initiated	Projected Date to End Services

5. Person Responsible for Implementation of the IEP:

Agency Representative or Designee _____ Signature _____ Date _____

FOLLOWUP LETTER TO PARENTS ATTENDING

EA&R/IEP PLACEMENT COMMITTEE CONFERENCE

Date _____

Dear _____:

The Placement Committee Conference which you attended on _____ (date) was scheduled so that you as a parent could have a part in the decision regarding appropriate educational placement for _____ (child's name). Enclosed is your copy of the consent form for placement signed at the time of the Placement Committee meeting.

Much time and effort has been spent in planning the most appropriate program for your child. Your cooperation with the school staff in the endeavor is very much appreciated.

Sincerely,

_____
Chairperson

Copy: Parent
Committee Chairperson
Director of Program for Exceptional Children

Carta a los padres que han asistido a la conferencia del comité de colocación EA y R/IEP

Fecha: _____(día) de _____(mes) de 19____

Estimado(s)_____

La conferencia del comité de colocación a la que asistió usted el _____(día) de _____(mes) de _____(año) (fecha) fue fijada en esta fecha para que usted como padre de familia pudiera tomar parte en la decisión tocante a la adecuada colocación educativa de su hijo/a. Incluída encontrará una copia del permiso para esta colocación que se firmó durante la reunión del comité encargado de este asunto.

Hemos empleado mucho tiempo y nos hemos esforzado en formar el mejor programa apropiado a las necesidades de su hijo. Su cooperación con todos los maestros y otro personal de la escuela en este esfuerzo se agradece.

Sinceramente,

_____
Encargado del comité

Copia: Padres de familia
Encargado del comité
Director del programa para niños excepcionales

PLACEMENT PERMISSION FORM FOR PARENT NOT ATTENDING

EA&R/IEP PLACEMENT COMMITTEE CONFERENCE

Academic Year 19__-19__.

I, as parent or guardian, do authorize placement for _____ _____ (child's name) in the _____ level special education program for _____ (exceptionality) at the _____ school.

Reasons for this recommendation have been reviewed and I have been advised of all options and legal rights open to me.

I understand that the need for this placement will be reevaluated at least annually in relation to educational progress in that setting.

_____
(Parent or Guardian) Signature

_____
(Chairperson) Signature

_____
Interpreter (when present)

_____
Date

Copy: Parent
Committee Chairperson
Director of Program for Exceptional Children

Impreso de permiso de colocación educativa para los padres de familia que no hayan asistido a la conferencia del comité de colocación

Yo, padre de familia o guardián, autorizo la colocación de

_____ en el nivel_____del
(nombre del estudiante)
programa de educación especial en la escuela_____.

Las razones para esta recomendación las he estudiado y se me ha informado sobre todas las opciones que me quedan y todos los derechos que tengo. Tengo entendido que la necesidad para esta colocación se reevaluará cada año con relación al progreso educativo en ese centro.

_____
Firma: padre o guardián

_____
Encargado del comité

_____
Intérprete

_____de_____de 19___
Fecha: (día) (mes)

Copia: Padre
Encargado
Director del programa para niños excepcionales

PARENT PERMISSION FORM FOR PLACEMENT

(Completed at Time of EA&R Committee Meeting
or following Special Parental Conference)

Date _____

I, as parent or guardian, hereby give my permission for the placement of _____ (child's name) in the special education program for the ____-____ academic year in the exceptionality area and level checked below which I understand to be in accordance with the Administrative Regulations of the State. I further understand that I will be invited to participate in developing an individually planned program and that my child's progress will be reviewed with me annually.

EXCEPTIONALITY AREAS: (Rank primary and secondary)

_____ Communication Disordered (articulation, voice, fluence, language)

_____ Educable Mentally Handicapped

_____ Learning Disabled

_____ Behaviorally Disordered

_____ Trainable Mentally Handicapped

_____ Visually Impaired (blind or partially sighted)

_____ Physically Handicapped (orthopedic or health impaired)

_____ Hearing Impaired (deaf, hard of hearing)

_____ Gifted

_____ Multiply Handicapped

_____ Severely Developmentally Impaired

_____ Deaf/Blind

LEVELS:

_____ A

_____ B

_____ C

_____ D

SCHOOL:

_____

_____

ANCILLARY SERVICES:

_____

_____

Additional Notations: _____

_____
(Parent or Guardian) Signature

Copy: Parent
Student Records

_____
Interpreter (when present)

_____
(Chairperson or Director of Program for Exceptional Children) Signature

Impreso de permiso:
permiso de los padres para colocar a su niño/a
en el programa de educación especial.
(Para rellenarse durante la reunión del
Comité EA y R, o después de una conferencia
especial con los padres.)

Fecha_____

Yo, padre o guardián, por esta carta, concedo el permiso para la colocación de _____ (nombre del niño/a) en el programa de educación especial durante el año escolar _____ - _____ en el área excepcional y nivel indicado abajo que entiendo están de acuerdo con las reglas administrativas del Estado. También entiendo que se me invitará a participar en el desarrollo de un programa individualmente planificado para mi hijo/a y que su progreso será repasado conmigo cada año.

Areas de excepcionalidad.	Niveles
_____Defecto en la comunicación (articulación, voz, facilidad en hablar)	_____A
_____Retrasado mental pero puede aprender	_____B
_____Impedido para aprender	
_____Comportamiento defectivo	_____C
_____Impedido mentalmente pero capaz de ser entrenado	
_____Defecto en la vista (ciego o vista parcial)	_____D
_____Impedido físicamente	
_____Defecto auditivo (sordo o parcialmente sordo)	
_____Super-dotado (muy inteligente)	
_____Varios impedimentos	Escuela _____
_____Severamente impedido	_____
_____Sordo/ciego	
Anotaciones adicionales_____	Servicios auxiliares
_____	_____
_____	_____

_____
Firma (padre o guardián)

_____
Intérprete (cuando haya uno)

_____
Firma: Encargado o Director del programa para niños excepcionales

Copia:
Padres
Documentos del estudiante.

PARENTAL PERMISSION FOR 20-DAY OBSERVATIONAL SERVICES IN A SPECIAL EDUCATION A OR B PROGRAM

I have discussed the special needs of my child, _____, with school officials and agree to permit him/her to attend the ____A or ____B program at _____ (school), from __/__/__ to __/__/__ (dates), for observational and educational programming assessment purposes.

At the end of the observational period, school representatives will review with me the diagnostic findings and recommendations of the EA&R Committee for special education or other alternate programs which will best meet my child's individual needs.

_____
(Parent's signature)

_____
(Date)

_____
(Interpreter - when present)

Ejemplo 39

1ª de pagina 1

Permiso de los padres para la observación del niño/a durante un período de 20 días en un programa de educación especial A o B

He consultado las necesidades especiales de mi hijo/a _____con los encargados de la escuela y consiento que él/ella atienda al programa ____A o ____B en la escuela_____, desde__/__/__ hasta _____(fechas), para que se le pueda observar con el fin de evaluarlo/la para los programas educativos que le sean necesarios.

Al terminar el período de observación representantes de la escuela repasarán conmigo los resultados de la observación y las recomendaciones del comité EA y R, Comité para educación especial u otros programas que cumplan las necesidades individuales de mi hijo/a.

_____
Firma de los padres

_____
Fecha

_____
Intérprete (cuando haya uno)

45-DAY TEMPORARY PLACEMENT FOR A SPECIAL EDUCATION TRANSFER STUDENT

I have discussed the special needs of my son/daughter, _____ _____, with school officials as they relate to my child's previous special education placement at _____ (school), _____ (district). This was a _____ (type) program for the _____ (exceptionality).

I am requesting that my child be temporarily placed in the _____ _____ (program) at _____ (school) until such time (not to exceed 45 days) as the school receives the previous diagnostic data. If the assessment information is not received or is not in compliance with New Mexico Special Education Regulations, I will be contacted for additional permission necessary for additional evaluation required for placement of any child.

_____
(Parent's signature)

_____
(Date)

_____
(Interpreter - when present)

Permiso para la colocacíon provisional durante 45 días para un estudiante de educacíon especíal recien trasladado

He hablado de las necesidades especiales de mi hijo/a _____con los directores de la escuela según se relacionan (estas necesidades) a la previa colocación en educación especial de mi hijo/a en la escuela_____ del distrito escolar _____. Este era un programa tipo_____ para los _____ (excepcionalidad).

Pido que mi hijo/a sea colocado/a provisionalmente en el programa_____en la escuela_____hasta (no exceder los 45 días) cuando la escuela reciba la información diagnóstica previa. Si la información no se recibe o no obedece a las reglas de educación especial de Nuevo México, se me comunicará con el fin de dar permiso adicional para conseguir la evaluación necesaria que se require para la colocación de cualquier niño/a.

_____
Firma (Padres)

_____ de _____ de 19 ___
Fecha: (día) (mes)

_____
Intérprete (cuando haya uno)

PARENT PLACEMENT REFUSAL FORM

Date _____

I, as parent or guardian, was given the opportunity to place

_____ in a Program for Exceptional
(Child's Name)
Children, as defined in the Administrative Regulations of the state.

HOWEVER, I DO NOT DESIRE SAID PLACEMENT AS OF THIS DATE.

Exceptionality Areas: (Rank primary and secondary)	Levels:
_____ Communication Disordered	_____ A
_____ Educable Mentally Retarded	_____ B
_____ Learning Disabled	_____ C
_____ Behaviorally Disabled	_____ D
_____ Trainable Mentally Retarded	
_____ Visually Impaired	
_____ Physically Handicapped	
_____ Hearing Impaired	
_____ Gifted	
_____ Multiply Handicapped	
_____ Severely Developmentally Impaired	
_____ Deaf/Blind	

_____
(Parent or Guardian) Signature

_____
(Chairperson) Signature

_____
(Interpreter - when present) Signature

Copy: Parent
Committee Chairperson
Director of Program for Exceptional Children

Ejemplo 41
1ª página de 1

Impreso de negación de los padres
para que se coloque a su hijo/a
en un programa de educación especial.

Fecha: _____ de _____ de ____
(día) (mes) (año)

Yo, padre o guardian, fui dado la oportunidad para colocar

a _____ en un programa para niños excepcionales
(nombre de hijo/a)

como es definido por las reglas administrativas del Estado.

YO, NO OBSTANTE, NO DESEO ESTA COLOCACION A PARTIR DE ESTA FECHA.

Areas de excepcionalidad.	Niveles
_____Defecto en la comunicación (articulación, facilidad en el habla)	_____A
_____Retrasado mental pero puede aprender	_____B
_____Impedido para aprender	_____C
_____Comportamiento defectivo	_____D
_____Impedido mentalmente pero capaz de ser entrenado	
_____Defecto de visión (ciego o vista parcial)	
_____Impedido físicamente	
_____Defecto auditivo (sordo a parcialmente sordo)	
_____Super-dotado (muy inteligente)	
_____Varios impedimentos	
_____Severamente impedido	
_____Sordo/ciego	

_____
firma (Padre o guardián)

_____
firma (Encargado)

_____
firma Intérprete (cuando haya uno)

Copias:
Padres
Encargado del comité
Director del programa para
niños excepcionales.

REVIEW OF INDIVIDUALIZED EDUCATION PROGRAM

PURPOSE: No later than 8 months after a child's written educational program has been initiated and during each calendar year thereafter, the local education agency conducts a review of the individualized education program to evaluate its effectiveness in meeting the child's educational needs. This form letter is to notify the parents when the review is scheduled.

Dear Parent:

It has been almost 8 months (1 year) since _____(Child's name)_____ was placed in his current educational program. In order to evaluate how well suited the program is, we have scheduled a review. The review

will take place on _____ at _____
Day Date Time

at _____
Place

It is important that you participate in this review. If the scheduled time is not convenient please contact me immediately so that we might rearrange it.

The following procedures will occur at the review:

It is very important that you be aware of and understand that you have the following rights:

1. To go over all records related to the review.
2. To participate in developing any necessary changes required in the individualized education program.

Should you have any questions please feel free to call me at any time at _____.

Yours truly,

_____
Special Education Administrator

Repaso del programa de educación individualizada.

Propósito: Ocho meses después de que el programa educativo de un niño/a haya comenzado y cada año después de esa fecha, la agencia educativa local lleva a cabo un repaso del programa educativo individualizado para evaluar su efectividad con relación a las necesidades del niño/a. Esta carta impresa es para informar a los padres la fecha y hora de este repaso.

Estimados padres de familia:

Hace casi ocho meses (1 año) que ___(nombre del niño/a)___ fue puesto en su actual programa educativo. Con el fin de evaluar la efectividad del programa hemos fijado un repaso del mismo. Este repaso tendrá lugar el _____ de _____ a
(día) (mes)
las ___(hora)___ en ___(lugar)___.
Es de suma importancia que usted participe en esta evaluación. Si no le conviene la fecha señalada favor de informarme inmediatamente para fijar otra fecha.

Los siguientes procedimientos se seguirán durante el repaso.

Es muy importante que usted sepa que tiene y que entienda estos derechos:

1. El de repasar todos los documentas relacionados con la evaluación.
2. El de participar en el desarrollo de los cambios necesarios que se requieran en al programa de educación individualizada.

Si tiene algunas preguntas por favor comuníquese conmigo a este número _____.

Sinceramente,

_____
Encargado de educación especial

PARENT NOTIFICATION OF IEP ANNUAL REVIEW AND PRIOR NOTICE

Date _____

Dear ___(Parent)_____:

When _____'s (child's full name) individualized education program was developed we informed you that a review of his/her program would occur on or about _____ _____.

The review will take place on _____ at _____
date time
at _____.
location

We would like you to participate in this review. If the scheduled time is not convenient, please contact me at _____ so that we may rearrange it.
phone #

Sincerely,

_____
Name

_____
Title

Ejemplo 43
1ª página de 1

Aviso a los padres del repaso anual IEP
(Comité del programa de educación individualizada)
y aviso previo.

Fecha: _____ de _____ de _____
(día) (mes) (año)

Estimados ___(Padres)___

Cuando organizamos el programa de educación individualizada para (nombre del hijo/a)_____, **le informamos que un repaso de este programa se llevaría a cabo en estas fechas.**

Este repaso tendrá lugar el día _____ **de** _____ **a las** _____ **en** _____.
(mes) (hora) (lugar)

Nos gustaría que usted participara en este repaso. Si la fecha que hemos fijado no le conviene, por favor comuníquese conmigo a este número _____ **para cambiar la fecha a una que le convenga.**
(teléfono)

Sinceramente,

_____
Nombre

_____
Título

REPORT OF PERIODIC REVIEW

_____
(Date)

Name of School _____ Telephone No. _____

Name of Student Reviewed _____

Date of Birth _____ Grade _____

Date of last review/placement _____

Name of Persons Participating in Review: Title:

_____

_____

1. What progress has been made toward reaching each present objective as identified in the program plan? _____

   _____

   _____

2. The present educational program plan is appropriate to the student's present needs because: _____

   _____

   _____

3. What modifications, if any, need to be made in the program plan?

   _____

   _____

Note to Parent and/or Resident School District: If you wish to schedule a conference to discuss this review report at this or any time, please contact _____
or the student's program plan at this, or any time, please contact

_____
(name of school employee, title, address and telephone number)

to make the necessary arrangements.

_____
(Name of School Employee)

_____
(Signature of School Employee)

_____
(Title of School Employee)

_____
(Address and Telephone Number)

Note: A copy of this report will be included in the student's school records.

Informe de un repaso periódico

Fecha: _____ (día) de _____ (mes) de _____ (año)

Escuela _____ Teléfono _____

Nombre del estudiante _____

Fecha de nacimiento _____ (día) de _____ (mes) de _____ (año) Año escolar (grado) ___

Fecha del último repaso/colocación _____

Nombres de las personas que participarón en el repaso: Título:

_____

_____

1. ¿Cuál ha sido el progreso realizado para llegar a cada objetivo según se señaló en el plan del programa? _____
   _____
2. El actual programa educativo es apropiado para las necesidades del estudiante porque: _____
   _____
3. ¿Qué cambios, si hacen falta, tienen que hacerse en el programa?
   _____
   _____

Nota a los padres y/o al distrito escolar: Si usted desea fijar una reunión para discutir este informe, póngase en contacto con _____ o si quiere discutir el programa del estudiante en cualquier momento póngase en contacto con _____.
(nombre del empleado de la escuela, título, direccion, teléfono)

para hacer los arreglos necesarios.

_____
(Nombre del empleado de la escuela)

_____
(Firma del empleado de la escuela)

_____
(Título del empleado de la escuela)

_____
(Dirección y teléfono)

Nota: Una copia de este informe se incluirá en los documentos escolares del estudiante.

ANNUAL NOTIFICATION TO PARENTS

REGARDING STUDENT RECORDS

Dear Parent:

So that the staff of _____ School in _____ _____ School District can

--provide the most appropriate program for your son/daughter
--be aware of his/her needs and interests
--assist him/her in later job placement
--assist in gaining entrance to other programs or schools

records are maintained which include information about your son/daughter and his/her school program. These records are kept in the central office of _____ School under the supervision of _____ (name) _____, and are available only to the teachers and staff working with the student. If your son/daughter should transfer to another school, these records will be sent to the new school upon their request. Otherwise, records are not released to most agencies or persons without parent consent.

During the school year, _____ School prepares a yearbook which identifies school club members, honor students, members of our sports teams and interesting highlights of the year. At times, our PTA, our central office or other school affiliated groups may prepare publications or newspaper releases which use "directory information" about our students. Directory information in our district includes the name of the student, date and place of birth, major areas of study, awards received, participation in activities and sports, height and weight of members of athletic teams, dates of attendance and previous school of attendance. According to federal law, this directory information as identified above may be publicly released without permission of parents. However, if you do not wish to have this information released about your son/daughter you may so request by signing the form at the bottom of the following page, tearing on the dotted lines and sending it to _____ (name) _____, principal, within ten days. If this notification is not received, we will assume that your permission is given to use your son's/daughter's directory information as described above.

You, as a parent, (or your son/daughter if 18 or over) have the right to review all of your son's/daughter's records at any time and should contact _____ (name) _____, principal, for an appointment if you wish to do so. School personnel will be available to review the content with you. Copies may be requested for the cost of copying.

If you, or your adult age student, believe something in the record file is inaccurate or misleading, you have the right to request that a correction be made and to add comments of your own. At any time when an agreement between the principal and parent cannot be reached,

you may contact (name), superintendent, and request a hearing. Federal law also permits parents to file a complaint with the United States Office of Education in Washington, D.C., if you feel the school is violating public school records policies and statutes. You may obtain a manual which more clearly describes the school's record policies from the principal's office.

- -

TO: Principal of _____ School, _____ School District

I understand my rights as a parent to review my son's/daughter's school records, to request a copy upon paying for the copying charge, and to challenge the content if I feel it is inaccurate or misleading. I do not wish to have directory information concerning _____ (student's name) released without my prior written consent.

_____
(Parent or Guardian) signature

Aviso anual a los padres sobre los documentos del estudiante.

Estimados padres de familia:

Para que el personal de la escuela _____ del distrito escolar de _____ pueda:

--proveer el mejor programa para su hijo/a
--estar al día de sus necesidades e intereses
--ayudarle a conseguir empleo en el futuro
--ayudarle a ingresar en otros programas o escuelas

se mantienen documentos que incluyen información sobre su hijo/a y su programa escolar. Estos documentos se guardan en la oficina central de la escuela _____ bajo la supervisión de (nombre) _____ y son disponibles sólo para los maestros y aquellas personas que trabajan con el estudiante. Si su hijo/a se cambiara a otra escuela, estos documentos se mandarían a esa escuela una vez pedidos. De lo contrario esta documentación no se suele dejar a nadie sin el permiso de los padres.

Durante el año escolar la escuela _____ prepara un anuario (libro) en el que se identifican a los estudiantes en sus actividades, estudiantes sobresalientas, miembros de los equipos deportivos, y momentos de interés durante el año. De vez en cuando los miembros del P.T.A., nuestra oficina central, y otros grupos asociados con la escuela preparan algunas publicaciones o artículos para los periódicos que utilizan "información de directorio" de nuestros estudiantes. La "información de directorio" en nuestro distrito incluye el nombre del estudiante, fecha y lugar de nacimiento, areas de estudio, premios recibidos, participación en actividades y en los deportes, peso y altura de los miembros de los equipos deportivos, fechas de asistencia a la escuela, y otras escuelas donde haya asistido. Según la ley federal esta información de directorio así descrita se puede distribuir al público sin permiso de los padres. No obstante, si usted no desea que se divulgue esta información de su hijo/a, lo puede así pedir firmando el impreso al pie de la siguiente página, cortando por la raya de puntos y mandándosela al principal dentro de diez días. Si no recibimos esta notificación supondremos que tenemos el permiso para usar esta información de directorio de su hijo/a según la hemos descrito.

Usted como padre, o su hijo/a mayor de edad, tiene el derecho de repasar toda la documentación de su hijo/a en cualquier momento y para esto debe ponerse en contacto con el principal _____ para fijar la hora y el día. Habrá personal de la escuela que podrá repasar el contenido con usted. Se pueden conseguir copias pagando sólo los gastos de copiar.

Si usted o su hijo/a, estudiante mayor de edad, cree que algo en la documentación no es correcto o induce al error tiene el derecho de pedir que se corrija lo incorrecto y tambien puede añadir algún comentario suyo. En cualquier momento cuando no se pueda llegar a un acuerdo entre el director (principal) y el padre de familia se puede poner en contacto con el superintendente de las escuelas (_____) y pedir la oportunidad de ser oído. También la ley federal permite a los padres de familia presentar quejas a la Oficina de Educación de Estados Unidos en Washington, D.C., si usted cree que la escuela está violando las reglas y normas concernientes a los documentos escolares. Puede conseguir un manual en la oficina del director (principal) que explica claramente las normas y reglas tocantes a los documentos escolares.

Para: el principal de la escuela _____
distrito escolar de _____

Yo, como padre, comprendo mis derechos de repasar los documentos escolares de mi hijo/a, y de pedir una copia de los mismos pagando sólo los gastos de copiar y de reclamar el contenido si creo que son incorrectos o inducen al error. No deseo que se publique nada de _____ sin antes haber recibido mi permiso por escrito.
(estudiante)

_____
Firma (Padre o Guardián)

ANNUAL NOTIFICATION TO PARENTS

Dear Parent:

So that _____ School District can provide the most appropriate program for your child, records are maintained which include information about your child and his school program. These records are kept in the central office of each school under the supervision of the principal and are available only to the teachers and staff working with the student. If your child should transfer to another school within the district these records will be automatically sent. Otherwise, records are not released to other districts, agencies or persons without parental consent.

You as a parent have the right to review all of your child's records at any time and should contact the principal for an appointment if you wish to do so. School personnel will be available to review the content with you. Copies may be requested for the cost of copying.

If you, or your adult-age student, believe something in the record file is inaccurate or misleading, you have the right to request that a correction be made and to add comments of your own. At any time when an agreement between the principal and parent cannot be reached, you may contact the Administrator of Pupil Accounting and request a hearing. Federal law also permits parents to file a complaint with the United States Office of Education in Washington, D.C., if you feel the school is violating public school records policies and statutes. You may obtain a manual which more clearly describes the school's record policies from the principal's office.

* Note: This form needs to be printed on school letterhead and given to parents at the initial IEP meeting and at each annual re-evaluation meeting thereafter.

Aviso anual a los padres

Estimados padres de familia:

Para que el distrito escolar de _____ pueda proveer el programa más adecuado para su hijo/a se mantiene la documentación que incluye información de él/ella y su programa escolar.

Estos documentos se guardan en la oficina central de cada escuela bajo el cuidado del director y sólo son disponibles para los maestros y para aquellas otras personas que trabajan con su hijo/a. Si su hijo/a se cambia a otra escuela dentro del mismo distrito escolar, estos documentos se mandarán a esa escuela automaticamente. De lo contrario esta información no se manda a otros distritos o agencias o personas sin el permiso de los padres.

Usted, como padre de familia, tiene el derecho de repasar todos los documentos de su hijo/a en cualquier momento y si así lo desea debe ponerse en contacto con el director para fijar fecha. Los empleados de la escuela estarán dispuestos para repasar el contenido con usted. Puede conseguir copias de estos documentos pagando sólo los gastos de copiar.

Si usted, o su hijo/a, estudiante mayor de edad, creen que hay algo incorrecto en los documentos o algo que induce al error tienen el derecho de pedir que se corrija y tambien de añadir algún comentario propio. En cualquier momento que el padre de familia y el director de la escuela no puedan llegar a un acuerdo, el padre de familia puede comunicarse con el superintendente de las escuelas y pedir la oportunidad de ser oído. La ley federal también permite a los padres de familia presentar una queja a la Oficina de Educación de Los Estados Unidos en Washington, D.C. si éllos creen que la escuela está violando las normas y leyes establecidas con relación a los documentos de las escuelas públicas. Usted puede conseguir de la oficina del director un manual que describe las reglas de la escuela tocante a los documentos.

* Nota: Este impreso tiene que ser imprimido con el sello oficial de la escuela y entregado a los padres de familia en la primera reunión de IEP y anualmente después de cada reevaluación.

REQUEST FOR PERMISSION TO RELEASE PERMANENT SCHOOL RECORD TO THIRD PARTY

Dear ☐ Parent,
☐ Student,

_____, 19 _____

We have received a request from _____
(Name of requesting individual, agency, etc.)

for ☐ a copy of ☐ access to _____ school record.
(Name of Pupil)

School Record

Please indicate in the appropriate space below whether you are willing for us to comply with this request.

☐ Yes ☐ No

_____ may have ☐ a copy of ☐ access to the
(Name of requesting party)

following part of _____ record.
(Name of Pupil)

☐ Official student academic record (name, address, birthdate, grade level completed, grades, class standing, attendance record, health data, aptitude and achievement test results)

☐ Intelligence test scores

☐ Personality and/or interest scores

☐ Teacher and/or counselor observations, ratings, and recommendations

☐ Family background data

☐ Psychological or social work reports

☐ Individualized education program

_____ _____, 19 _____
Parent or Student Signature Date

Please return the completed form to: (print name/address of special education administrator)

Solicitud para conseguir el permiso
de ceder los documentos escolares
permanentes a un tercer grupo o persona.

Estimado ☐ Padre de familia,
☐ Estudiante,

_____de_____de 19_____
día mes

Hemos recibido una solicitud de _____ pidiendo
(nombre de agencia, individuo)

☐ una copia de ☐ acceso a los documentos escolares de

_____
(estudiante)

Documento escolar

Por favor indique en el apropiado espacio si quiere cumplir con este pedido. ☐ Sí ☐ No

_____ puede ☐ recibir una copia de ☐ tener acceso a
(Nombre del solicitante)

la siguiente parte de los documentos de _____
(nombre del estudiante)

☐ Documento académico oficial (nombre, dirección, fecha de nacimiento, nivel educativo completado, notas, lugar en la clase, asistencia a clase, estado de salud, resultado de los tests de aptitud e inteligencia

☐ Resultado de los tests de inteligencia

☐ Resultado de los tests de personalidad e interés

☐ Observaciones, clasificaciones y recomendaciones de los maestros y consejeros

☐ Historia de la familia

☐ Informes sicológicos y sociológicos

☐ Programas de educación individualizada

_____ _____de_____de_____
Firma del padre o estudiante día mes (año)

Favor de devolver este impreso rellenado en un sobre con la dirección del encargado de educación especial.

CONSENT FORM FOR MUTUAL EXCHANGE OF INFORMATION

PURPOSE: To obtain parental permission to secure necessary child records from agency and/or personnel outside the school district.

Date _____

Student's Name _____

Birth Date _____

I hereby authorize the mutual exchange of records regarding the above-named child between the School District and (list of all schools, physicians, psychologists, hospitals, clinics, etc. that have had significant contact with your child):

Name	Address
_____	_____
_____	_____
_____	_____
_____	_____

I certify that I am the parent or legal guardian of the above-named child or that I am the student of majority age and have the authority to sign this release.

_____
Signature

_____
Address

_____
City

Please return this form to: (print name/address of special education administrator.)

Ejemplo 48
1ª página de 1

Impreso de consentimiento para
un intercambio de información

Propósito: Para obtener permiso de los padres para conseguir los documentos necesarios de un estudiante por agencias o personas fuera del distrito escolar.

Fecha: _____ de _____ de _____
(día) (mes) (año)

Nombre del estudiante_____

Fecha de nacimiento_____

Yo, por la presente, autorizo el intercambio mutuo de documentación del estudiante arriba nombrado entre el distrito escolar y (escuelas, médicos, sicólogos, hospitales, clínicas y otros centros que hayan tenido algún contacto con este estudiante):

Nombre	Dirección
_____	_____
_____	_____
_____	_____
_____	_____

Yo afirmo que soy el padre o guardián legal del estudiante arriba nombrado o que soy estudiante mayor de edad y tengo la autoridad para firmar este certificado de cesión.

_____
firma

_____
dirección

_____
ciudad

(Favor de devolver este certificado en sobre al encargado de educación especial.)

PARENTAL CONSENT FORM

Date _____

To Whom It May Concern:

We hereby give permission and consent for _____

_____

to release the following confidential information regarding our child,

_____ (child's name):

_____ Educational Assessment
_____ Psychological Report
_____ Social Development Reports
_____ Medical Reports
_____ Speech and Language Report
_____ Audiological Report
_____ Individualized Education Program
_____ Other _____

We have read this consent form and understand its implications, and therefore, we agree to release the above information.

_____
Father's signature

_____
Mother's signature

Please address all correspondence to:

Ejemplo 49
1ª página de 1

Certificado de consentimiento de los padres.

Fecha _____de_____de_____
(día) (mes) (año)

Al interesado:

Nosotros, por la presente, damos permiso y consentimiento a para

_____

que pueda dar la siguiente información confidencial de nuestro hijo/a

_____:

_____ Evaluación educacional

_____ Informe psicológico

_____ Informe del desarrollo social

_____ Informes médicos

_____ Informe del habla y el idioma

_____ Informe auditivo (oídos)

_____ Programa de educación individualizada

_____ Otros

Hemos leído este certificado de consentimiento y comprendemos las implicaciones y por lo tanto estamos de acuerdo que se ceda la información arriba señalada.

_____
Firma del padre

_____
Firma de la madre

Favor de dirigir toda correspondencia a:

REQUEST FOR PERMISSION TO RELEASE PERMANENT
SCHOOL RECORD TO THIRD PARTY

Please return 1 copy of this form to: _____

_____(name of school employee)

_____(name of school employee)

_____(address and phone number)

_____ (date)

Dear Parent or Guardian:

We have received a request from _____
(name of requesting individual,

_____ for us to send a copy of or give access to
agency, parent, etc.)

_____'s school record, to _____
(name of pupil/date of birth)

_____.

Please indicate in the space below whether you are willing for us to comply with this request:

_____ may have a copy of or access to the following
(name of requesting party)

parts of _____'s record:
(name of pupil)

A. ( ) I give permission for release of all information to the above named parties.
B. ( ) I do not give permission for the release of any of my child's records.
C. ( ) I give my permission to release the following requested records only:

Permission Requested	Permission Given	
_____	_____	Official Administrative Record (name, address, birthdate, grade level completed, grades, class standing, attendance record)

Permission Requested	Permission Given	
_____	_____	Standardized Achievement Test Scores
_____	_____	Intelligence and Aptitude Test Scores
_____	_____	Personality and Interest Test Scores
_____	_____	Staffing Conference Report
_____	_____	Teacher and Counselor Observations and Ratings
_____	_____	Record of Extracurricular Activities
_____	_____	Family Background Data
_____	_____	Additional assessment data not indicated above (see list below)

Additional Assessment Data Request:

_____

_____

_____

_____

_____
(Parent or Guardian) signature

_____
Date

Ejemplo 50
1ª página de 2

Solicitud para permiso de ceder
la documentación escolar permanente
a un tercer grupo o persona.

Favor de devolver una copia de este impreso a: _____

_____(nombre del empleado de la escuela)

_____(nombre del empleado de la escuela)

_____(dirección y teléfono)

(fecha) _____(día) de _____(mes) de _____(año)

Estimados padres o guardian:

Hemos recibido un pedido de _____
(nombre del que hace el pedido)

para que le mandemos una copia o le demos acceso a la documentación

escolar de _____ a _____
(nombre del estudiante/fecha de nacimiento)

_____.

Por favor indiquen en el espacio apropiado si nos dan el permiso

para cumplir con este pedido o no:

_____ puede obtener una copia o tener acceso a
(nombre del que hace el pedido)

las siguientes partes de la documentación de _____:
(nombre del estudiante)

A. ( ) Doy permiso para ceder toda la información a los que la han pedido.

B. ( ) No doy permiso para que se ceda ninguna información de mi hijo/a.

C. ( ) Doy permiso para que se cedan sólo aquellos documentos solicitados.

Permiso pedido	Permiso concedido	
_____	_____	Documentación administrativa oficial (nombre, dirección, fecha de nacimiento, año de escuela cumplido, notas, lugar en la clase, asistencia a clase)
_____	_____	Los resultados de los tests de medir la capacidad de ejecución y logro
_____	_____	Los resultados de los tests de inteligencia y aptitud

Permiso pedido	Permiso concedido	
_____	_____	Los resultados de los tests de personalidad e interés
_____	_____	Informe de la conferencia de los maestros y otros empleados de la escuela
_____	_____	Observaciones y clasificaciones de los maestros y consejeros
_____	_____	Lista de actividades fuera de clase
_____	_____	Información de la familia
_____	_____	Información evaluativa adicional

Pedido para información adicional:

_____

_____

_____

_____

_____
firma (padre o guardian)

fecha: _____ de _____ de _____
(día) (mes) (año)

FORM TO PRECEDE DESTRUCTION OF PUPIL FILE

Date _____

To Whom It May Concern:

Your child _____, is no longer receiving services from Special Programs in _____ School District. The school does not maintain educational records of exceptional students* when they are no longer receiving educational services. You may receive whatever portion of that record you desire. You should be aware that certain records may be helpful to your child later in the event he or she needs to apply for Supplemental Security Income or other such benefits.

Should you wish to review the records, call _____ at _____ and make an appointment. At the time of your appointment you may select the records you wish to keep.

If we do not hear from you within 30 days, the records will be destroyed.

Sincerely,

_____
Signature

_____
Title

*(Optional: . . .records of exceptional students more than three years when they are no longer . . .)

Proceso a seguir para la destrucción de registros de documentación de estudiantes en los programas de Educación Especial.

Fecha: _____ de _____ de _____
(día) (mes) (año)

Al interesado:

Su hijo/a _____ ya no está recibiendo los servicios de los programas especiales en el distrito escolar de _____. La escuela no sigue guardando la documentación de aquellos estudiantes excepcionales* cuando ya no están recibiendo servicios especiales. Usted puede conseguir cualquier parte de la documentación que quiera. Tenga presente que ciertos de estos documentos pueden ser útiles para su hijo/a en el futuro cuando solicite aumento de seguridad económica u otros beneficios.

Si desea repasar esta documentación, llame a _____ en el número _____ y fije una cita. Durante su cita puede escoger los documentos que quiera. Si no nos avisa dentro de 30 días la documentación será destruída.

Sinceramente,

_____
Firma

_____
Título

*Opción:

La escuela sólo guarda la documentación de los estudiantes en programas especiales por un período de tres años (o cinco años) a partir de la fecha cuando el estudiante deja de recibir los servicios especiales.

RECORD OF ACCESS FORM

_____
(Name of Student)

Date	Name of Reviewer and Agency	Reason for Request of Form

FOOTNOTE: This form is required to record persons or agencies who look at a child's records--other than local school officials. It needs to be in every child's folder.

This record shall be available only to parents, to the school records manager or his assistants who are delegated with the custody of records or those persons authorized by law to serve as auditors of the operation of the school system.

RECORD OF INSPECTION OF STUDENT RECORDS

Records Examined _____
(name of student)

Date _____

Records Examined by _____

Purpose _____

_____

_____

Date _____

Records Examined by _____

Purpose _____

_____

_____

Date _____

Records Examined by _____

Purpose _____

_____

_____

Date _____

Any request to inspect a student's record must state specifically the legitimate educational or other interest of such persons and their right to such information.

RECORD OF INSPECTION OF PUPIL RECORDS*

_____
Name of Pupil

Record Examined By:	Date:	Purpose:
	/ /	
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ATTACH THIS FORM TO INSIDE OF STUDENT RECORD FOLDER.

*This form is adapted from the Seattle, Washington, School District.

PROCEDURAL SAFEGUARDS

A. Data Collection Procedures

1. Parents are notified in their primary language informing them of evaluation procedures.

   a) Primary language of parents was determined on _____ (date) to be _____ (language). Method for determining primary language was _____.

   b) A letter in _____ (language) was sent to _____ (name), _____ (relationship to child) requesting _____ (type) evaluation on _____ (child's name).

   c) Parent consent in writing was obtained on _____ (date) regarding their child's evaluation. (attach)

2. In releasing school records to other agencies the agencies are named and parental consent is obtained.

   a) _____ (type) records on _____ (child's name) were released to _____ (agency (s)) on _____ (date) for the purpose of _____ _____ _____ (attach parent consent for release of information).

B. Procedural Safeguards

1. Parents and children are protected by procedural safeguards regarding evaluation and placement, and treatment of school records.

   a) Parents of _____ (child's name) were notified in writing on _____ (date) of their right to: notice of the proposed action; a hearing

prior to final action; counsel at that hearing; present evidence; full access to relevant school records; confront and cross-examine school district personnel; an independent evaluation; have the hearing open or closed to the public; and an impartial hearing officer (attach letter).

2. Program planning conferences are held within 30 days of the child's first day of attendance during each school year or within 30 days of determination of the child's eligibility for special education.

a) A program planning conference was held for _____ (child's name) on _____ (date). Eligibility for special education was determined on _____ (date). Recommended that _____ (child's name) attend _____ (facility) for _____ (duration).

C. Hearing Rights (When parent or district requests an impartial due process hearing, reference Hearing Officer Training Manual, Division of Special Education, Department of Education)

1. Parents have the right to a hearing regarding the evaluation and placement of their child and to an interpreter provided at school district expense if their primary language is not English.

a) Parents of _____ (child's name) were informed in writing on _____ (date) of the role of hearing officer(s) including: the responsibility to hear both sides; to limit evidence to that presented at the hearing; the responsibility of making a decision in keeping with the child's best interest; and the responsibility to engage in fact finding (attach letter).

b) Parents of _____ (child's name) were informed in writing on _____ (date) that they have the following rights: to be given opportunity to present evidence; to assure that the hearing officer is impartial; to assure that the decision is based on objective

information and is put in writing; to obtain an explanatory statement from the hearing officer if the decision is not to change the record; and to appeal to the Superintendent of Public Information.

3. The hearing is commenced as quickly as possible and is conducted at a time and place which is reasonably convenient to the parents.

   a) The hearing was commenced on _____ (date). This was _____ (number) days after the receipt of the complaint. (Date of Complaint: _____)

   b) The hearing was conducted at _____ (location).

4. If the child's parents or guardian are not known, unavailable, or if the child is a ward of the state, the child must be assigned a surrogate parent.

   a) _____ (child's name) was assigned _____ (name of surrogate) on _____ (date) because _____

   _____

D. Access to School Records

1. Procedures are established to provide access rights to school records.

   a) School records were requested by _____ (name) on _____ (date).

   Method of request was _____ (letter, phone, etc.)

   b) Explanation of diagnostic/evaluation results was given to _____ (name), _____ (relationship to child) on _____ (date) by _____ (name) _____ (title).

c) The list of agencies that have access to _____'s (child's name) school records was given to _____, _____ (name) (relationship to child) on _____. (date)

d) A fee of _____ was charged to _____ for (amount) (name) copies of _____ school records. (child's name)

e) Parents of _____ requested that their child's (child's name) school records be amended on _____. The following determination was made on _____: _____ (date) (date) (decision)

_____

_____

E. Confidentiality

1. Guidelines must be provided regarding the protection of confidentiality.

a) The school district official who has the responsibility for assuring that data remain confidential is _____. (name)

His/her title is _____.

b) The current list of school district personnel who have access to records on individual children includes:

_____ (name)	_____ (title)
_____ (name)	_____ (title)
_____ (name)	_____ (title)
_____ (name)	_____ (title)

F. Destruction of Data

Guidelines must be provided regarding the destruction of individual records.

a) Permission of the parent (or child if over 18) to destroy school records was obtained for _____ (child's name) on _____ (date)

(attach letter of permission).

b) All personally identifiable records were destroyed for _____ (child's name) on _____ (date) by _____ (name) _____ (title). This was _____ years after the data were no longer needed. (Data no longer needed as of _____ (date)).

c) Prior to the destruction of the school records, a reasonable effort was made to contact _____ (name), _____ (relationship to child) on _____ (date) to inform them of their rights regarding the destruction of school records.

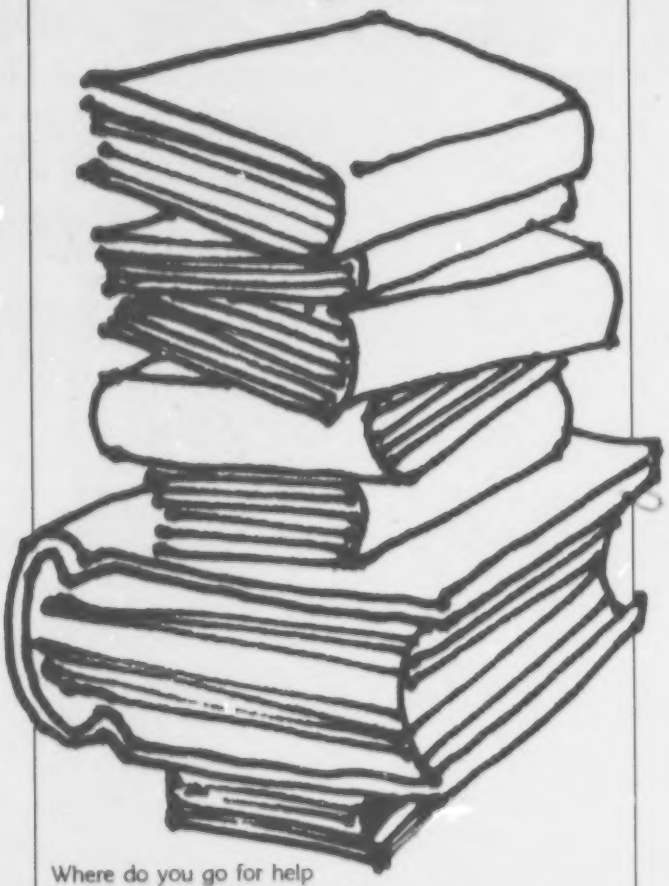
Efforts made to contact include:

_____ (letter, phone, etc.), to _____ (relationship to child) on _____ (date)

_____ (letter, phone, etc.), to _____ (relationship to child) on _____ (date)

_____ (letter, phone, etc.), to _____ (relationship to child) on _____ (date)

Bibliography



Where do you go for help
When you cannot find it here?
Here's a super biblio
Of books from far and near.

1. BIBLIOGRAPHY ON ROLES

To Parents of Children With Special Needs, A Manual on Parent Involvement in Educational Programming

California Regional Resource Center
Available from: CANCH, Box 4088, Los Angeles, California 90051

This book is designed for parents of children with handicapping conditions. Its intent is to increase awareness and understanding of the parents' role as participants in educational decision making. This would be a resource to use in working with parents to assist them in becoming better informed about the following: obtaining services for their children, educational programming process, parents' rights and responsibilities, and being an advocate. Parents could use this book either individually or in organized groups.

Questions for Administrators about Special Education

Glenn A. Vergason and others
THEORY INTO PRACTICE 14(2), April, 1975, pp. 99-104

Presented are questions and responses about the administrator's role in special education matters, particularly concerning mainstreaming efforts and the right to education mandates. Topics are: dealing with parents, arranging for the best delivery systems, encouraging regular class teachers to deal with mainstreamed children, and determining appropriate educational services.

2. BIBLIOGRAPHY ON IDENTIFICATION OF EXCEPTIONAL CHILDREN AND YOUTH

Child Find Manual

New York Regional Resource Center
New York City, New York
1977

This manual was written to assist New York State school districts identify and locate handicapped children as required by Chapter 853 of the State Education Law. The manual is divided into six major sections: census, public awareness, screening, interagency cooperation, due process and confidentiality, and record keeping and data collection requirements.

Reaching Out

Minnesota Department of Education
Special Education Section
St. Paul, Minnesota
(no date)

This booklet was designed to assist public school personnel who are considering the development or expansion of their current public information system. It includes the following seven sections: Reaching Out to the Mass Media - Newspapers, Radio, and Television, Reaching Out With Your Own Publications Program, Reaching Out by Forming an Effective Public Information Committee, Reaching Community Groups Through a "Speakers Bureau," Reaching Out For Legislative Change, Reaching Out by Cooperating With Other Agencies, and Reaching Out Through Sight and Sound.

3. BIBLIOGRAPHY ON EARC/IEP COMMITTEE

Developing Effective Individualized Education Programs for Severely Handicapped Children and Youth

Norris G. Haring, editor
Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped
Available from: Special Press, 724 South Roosevelt, Columbus, Ohio 43209
August, 1977, 342 pages, $11.45 prepaid

This document, a product of the topical conference, was designed to be a source of relevant and current information. The overview includes information on the development of the IEP and multi-agency interactional, cooperative model for SEAs, LEAs, and centers for severely handicapped children and youth. Additional information covers the following areas: motor skills, perceptual skills, daily living skills, communication skills, social skills, cognitive skills, occupational education, and interdisciplinary teaming.

Functions of the Placement Committee in Special Education: A Resource Manual

National Association of State Directors of Special Education (NASDSE)
1201 - 16th Street, N.W., Suite 610E
Washington, DC 20036 Phone 202/833-4218
1976

Intended for local school district personnel and state education agency personnel. Its objective is to provide a practical guide for placement committees to follow in fulfilling their responsibilities, especially in developing individualized education programs, and a guide for those responsible for training placement committees in meeting federal and state requirements. Sample forms, checklists and parent letters are included.

Group Decision Making in the Planning Team Process: Myth or Reality?

R. Yoshida, K. Fenton, et al.
State Program Studies Branch
Division of Innovation and Development
Bureau of Education for the Handicapped
Donahoe Building, 400 - 6th Street, SW, Room 4833
Washington, DC 20202

I.E.P., Individualized Education Programming - A Role of Child Study Teams for Exceptional Students in Idaho

Judy A. Schrag, Ed,
Idaho Division of Special Education
Boise, Idaho
November, 1976, 77 pages,

This document provides information on the development and utilization of Child Study Teams (CST), an approach to aid educators in the identification of handicapped children within schools and in the consequent development of appropriate Individualized Education Programs.

Individualized Educational Programming Emphasizing IEPs for Very Young and for Severely Handicapped Learners (An IEP on IEP!)

Anne Langstaff Pasanella, Cara B. Volkmor,
Mary Male, Marilyn Stem
California Regional Resource Center
Available from: Foreworks, 7112 Teasdale Avenue, North Hollywood, California 91605
August, 1977, 286 pages,

A programmed manual is designed to instruct special educators in the development of IEPs. Sections include: IEP overview, present levels of performance, long-range goals, annual objectives, placement alternatives, special education services, evaluation and annual review, short-term objectives and learning steps, instructional strategies and techniques, materials and resources, progress checks, and appendices.

The Individualized Educational Program (IEP) Manual

James J. Lynn, Dan Woltz and William Brush
Argonaut Publications
P.O. Box 147
Holister, California 95023
September, 1977,

Includes information on: Education for all Handicapped Children Act and the IEP, student study teams and the IEP, components of an IEP, assessment of the student's needs, and development, implementation and evaluation of IEP.

The Individualized Educational Plan: Present Status & Future Perspectives
Conference Summary and Evaluation
Mid-East Regional Resource Center/CORRC
George Washington University
1901 Pennsylvania Avenue, N.W., Suite 505
Washington, DC 20006
September, 1976, 40 pages,

Proceedings document from a conference co-sponsored by the MERRC and CORRC. The conference objectives were: (1) to present and discuss implications of PL 94-142 as it relates to IEP; (2) to share, for the purpose of creating an awareness, a variety of exemplary programs, models, training packages, etc., and (3) to demonstrate several selected models.

An Introduction to Individualized Education Program Plan in Pennsylvania
National Learning Resource Center of Pennsylvania
443 South Gulph Road
King of Prussia, Pennsylvania 19046
January, 1977,

An introduction to the process of developing individualized education programs for handicapped, gifted, and/or talented children. Although some suggested guidelines for writing IEP plans will be presented, its primary purpose is to acquaint the reader with IEP plan writing as a process of related steps.

A Primer of Individualized Education Programs for Handicapped Children
Scotti Torres, Editor
Foundation for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
1977, 60 pages, $4.95

This 60-page document is organized around the development of an IEP. Each section is arranged in sequential order to provide the reader with the necessary information to develop, implement, and monitor an individualized education program for every handicapped child who requires special education and related services.

A Resource Directory on P.L. 94-142 - The Education for All Handicapped Children Act
Institute for Educational Leadership
The George Washington University
Bruce O-Boston
1001 Connecticut Avenue, N.W., Suite 310
Washington, D.C. 20036 Phone 202/833-1737
July, 1977

Includes resource information on: 1) The Law; 2) Assessment, Placement, LRE; 3) Special Education Financing; 4) IEPs; 5) Parent Issues; 6) Personnel Development; 7) Planning for the Education of the Handicapped; 8) Testing; and 9) Public Law and Children's

Rights. The Midwest Regional Resource Center no longer distributes this document, but copies of it have been sent to each state department of education's special education division.

Writing Individualized Programs: A Workbook for Learning Disabilities
P. J. Collins and G. W. Cunningham
C.C. Publications
P. O. Box 372
Gladstone, Oregon 97027
1976, 63 pages

This 63-page document presents a system with which to create programs to teach specific target behaviors to remediate individual student's deficits. The system provides nine outcomes, some of which are: a method for selecting a specific target behavior; a hierarchy of responses leading to mastery of a skill; economic use of time; and a program easily administered by a paraprofessional.

4. BIBLIOGRAPHY ON SPECIAL EDUCATION PROCESS

A. STUDENT EVALUATION

An Annotated Bibliography on Adaptive Behavior and Developmental Assessment Instruments
Midwest Regional Resource Center

The purpose of the bibliography is to provide an annotated listing of 30 adaptive behavior instruments which are used in screening and formulating diagnoses for severely and profoundly handicapped children.

Core Evaluation Manual
Department of Education
Boston, Massachusetts
$20.00 plus $2.50 postage

Comprehensive assessment manual. Specific to requirements of Chapter 766 of Massachusetts Code, but is generalizable to other situations.

CORRC/RRC Test Matrix: Individual Test Descriptions
Coordinating Office for Regional Resource Centers
University of Kentucky
Lexington, Kentucky
1976
ERIC #ED 129 040
Order from EDRS, Box 190, Arlington, Virginia 22210

Provides information on publishers, forms administration, examiner appropriateness, interpretation and technical aspects of 36 assessment devices used in special education.

Domain Referenced Testing in Special Education

Wells Hively and Maynard Reynolds
The Council for Exceptional Children
Reston, Virginia
1975, $4.00

Implications of domain referenced testing (also known as criterion referenced and objective referenced testing) for special education. Helpful for teachers, administrators, curriculum supervisors in making assessment part of their program.

Teacher Reference Manual for Assessment Instruments for the Severely Developmentally Impaired

Kenneth L. Harris, Jan F. Mallet, J. Dean Jones and the Southwest Regional Resource Center
Salt Lake City, Utah
1977
ERIC #ED 146 748 *MF $.83, **HC $7.35 plus postage, 128 pages
Order from EDRS, Box 190, Arlington, Virginia 22210

Basic information is contained on 28 assessment instruments for the severely handicapped: publisher, cost, brief description of the test, format, purpose, type of response, population and age, estimated time of assessment, test materials, directions for administration and scoring, and interpretation. This document was prepared for the New Mexico Special Education Division, State Department of Education. It addresses monitoring student progress and program evaluation. Information is contained on who may administer the various assessment instruments also.

Tests Used With Exceptional Children

Susan Miller and the Midwest Regional Resource Center
July, 1975
ERIC #ED 132 773 MF $.83, HC $4.67 plus postage, 98 pages
Order from EDRS, Box 190, Arlington, Virginia 22210

The purpose of the bibliography is to provide an annotated listing of more than 75 assessment instruments which are used in screening and formulating diagnoses.

Transdisciplinary Evaluation of Children: Final Report on the Southwest Regional Resource Center's Involvement with the Central Arizona Child Evaluation Center

Diane J. Renne and the Southwest Regional Resource Center
Salt Lake City, Utah
1977
ERIC #ED 150 779 MF $.83, HC $4.67 plus postage, 94 pages
Order from EDRS, Box 190, Arlington, Virginia 22210

This document traces the evolution from a multidisciplinary to an interdisciplinary to a transdisciplinary clinic for evaluation of handicapped children, beginning with the placement, in 1975, of an educational diagnostician from the SRRC staff. The document recounts the historical development of advisory and consumer input,

*MF = microfiche
**HC = paper copy

and contains checklists of educationally relevant questions that teachers or parents might ask those from various professions who could be involved in the child's diagnosis. The evaluations at CACEC are problem-centered; a case history of a hypothetical child is recounted on the actual forms used at the center.

B. BIBLIOGRAPHY ON PLACEMENT

Examining Placement Problems Relative to Certain Handicapped and Non-Handicapped Children: A Regional Task Force Report

South, W. Frank, and the Southwest Regional Resource Center
Salt Lake City, Utah
1976
ERIC #ED 12 6670 MF ¢.83, HC $4.67 plus postage, 95 pages
Order from EDRS, Box 190, Arlington, Virginia 22210

This 95-page document addresses the issue of how to differentiate among children who are not succeeding in school when they do not exhibit an obvious handicap. The task force tried to come up with solutions that addressed operational definitions, clear criteria for eligibility determination, and a set of instructional modalities in order to establish who the distinct populations are, where in the educational system they should be served, and how that education can best be accomplished.

Handbook for Placement of Handicapped Children

Clifford E. Howe, Myron E. Rodee, Robert G. Harrington
Midwest Regional Resource Center
October, 1977. 20 pages

Provides an overview of the process a committee must complete as a minimum before a child's educational placement decision is made. The procedures described are in compliance with the final regulations of PL 94-142. The document is intended to serve as a resource for local education administrative or consultive personnel.

5. BIBLIOGRAPHY ON NONBIASED ASSESSMENT

Assessment Instruments for Limited English Speaking Students: A Needs Analysis

National Institute of Education
1200 19th St., N.W.
Washington, D.C. 20208
Limited supply available free of charge

*MF - microfiche
**HC - paper copy

How Can Tests Be Unfair? A Workshop on Nondiscriminatory Testing

Jean Nazzaro
The Council for Exceptional Children
Reston, Virginia
1975
$35.00

Developed to demonstrate problems in current assessment practices. Six simulation activities allow participants to experience test biases encountered by children with different language or cultural backgrounds, perceptual or motor problems. Contents: Overview; directions to workshop leader; 20 booklets for participants; masters for 6 simulated test activities; directions for summary presentations; evaluation forms; summary evaluation sheets.

Identification of Bias in Testing: A Checklist and Guide

National Learning Resource Center of Pennsylvania
443 South Gulph Road
King of Prussia, Pennsylvania 19406

The guide contains a "set of criteria for the evaluation of tests (particularly norm-referenced tests), and test settings to determine their cultural bias."

Unbiased Assessment: Guidelines, Procedures, and Forms for the SEA's Implementation of Public Law 94-142

Southwest Regional Resource Center
2363 South Foothill Drive
Salt Lake City, Utah 84109
1977
ERIC #ED 138 024 MF ¢.83, HC $2.06 plus postage, 46 pages
Order from EDRS, Box 190, Arlington, Virginia 22210

This document provides guidelines, procedures, and forms for implementation of nondiscriminatory assessment practices. Child process activities presented include: (1)location, identification, referral, and diagnosis; (2) establishment and implementation of educational services through the use of individualized educational programs; and (3) review and evaluation of the effects of the treatments provided. In addition, a comprehensive unbiased assessment format, procedures, and instrumentation recommendations are included along with some illustrated types of assessment and a suggested program for reviewing unbiased assessment with professional staff.

*MF - microfiche
**HC - paper copy

6. BIBLIOGRAPHY ON DUE PROCESS PROCEDURES

Amicus
c/o National Center for Law and the Handicapped
1235 North Eddy Street
South Bend, Indiana 46617
Bimonthly

Amicus is published bimonthly by the National Center for Law and the Handicapped. Each issue includes brief reports on litigation, projects and programs relevant to the handicapped, legislation, and special topics, e.g., transportation. Amicus is written for both legal personnel and social scientists. Its content is well structured and allows for easy reading. The National Center for Law and the Handicapped also publishes Newsline, a newsletter regarding recent litigation affecting handicapped citizens.

Amicus Special Report "...a free appropriate public education"
P.L. 94-142 From the Advocacy Perspective
July, 1977. 44 pages

A special supplemental issue of Amicus on P.L. 94-142, the Education for all Handicapped Children Act. Combined are the Special Report Sections of the April and June, 1977 issues.

Arming the Parent Surrogate
Eugene Edgar, Ph.D. & Leonard A. Kenowitz, Ed.D
Experimental Education Unit
University of Washington
Seattle, Washington

A 13-page paper which provides information for people who will function as surrogate parents. The paper covers the due process and procedural safeguard provision of PL 94-142. Requirements for the child's IEP are also listed, with a corresponding list of questions that the parent should ask when reviewing the IEP. This information could also be used by the natural parents with handicapped children.

Connecticut's Surrogate Parent Program
Connicticut State Department of Education
P.O. Box 2219
Hartford, Connecticut 06115

This is a legislative report containing a design for the implementation of a surrogate parent program, in accordance with Section 614 of Pl 93-380, the Education Amendments of 1974 to the Elementary and Secondary Act of 1965. There are four major parts: (a) Surrogate Parent Legislative Report, as required by SA 75-49; (b) PL 76-429, An Act Concerning Surrogate Parents; (c) Training Institute for Surrogate Parents; and (d) A Model Format for Screening and Selection of Surrogate Parents. A two-book training program for surrogate parents is also available.

The Impartial Hearing Officer: A Procedural Safeguards Training Manual

The Southwest Regional Resource Center
Salt Lake City, Utah
1978

A generic training manual based on PL 94-142 and Sec. 504 requirements for impartial due process procedures. The book contains reprints of relevant subsections of the federal laws, a step-by-step process for getting ready for, conducting, and reporting findings from, an impartial due process hearing. Sample forms are included. The book is a revision of an original training manual developed by NASDSE for the Southwest Regional Resource Center (SRRC) under consultant agreements.

Information Packet on Surrogate Parents

The Southwest Regional Resource Center
Salt Lake City, Utah
1978

This document summarizes how five states are dealing with issues surrounding the utilization of surrogate parents for handicapped children whose parents are unknown or unavailable or who are wards of the state. It was developed in response to a need by several State Directors of Special Education to implement and refine surrogate parent procedures. Five states were surveyed to ascertain current procedures and a matrix was devised which provides an overview of the information elicited on ten issues. Excerpts from state guidelines or procedures for appointing surrogate parents from Ohio, Pennsylvania and Utah are included, as well as a training resource developed by two University of Washington professors titled, "Arming the Parent Surrogate.

Information Packet On Impartial Due Process Procedures

The Southwest Regional Resource Center
Salt Lake City, Utah
1978

Included are (a) matrix outlining current procedures, policies, and general information on due process from other selected states; (b) discussion on how different states are responding to specific due process issues in areas where federal laws allow alternative approaches; (c) discussion on the mediation processes used by some states, and a rationale for implementing a mediation/conciliation/prehearing process; and (d) question-and-answer paper prepared by the Assistant Director of Procedural Safeguards and Due Process from Ohio. The materials were assembled to provide general information and stimulate planning, to identify other states and persons who might provide more information to the State Directors on specific issues, and to present a general overview of the current state-of-the-art on due process procedures.

Special Education Administrative Policies Manual

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Fall, 1977, No. 164. $27.50. 3-Ring Binder

Results of a three-year field-based research project among administrators and local education agencies. Includes information on how to implement policies consistent with P.L. 94-142 and Section 504.

Your School Records: Questions and Answers About a New Set of Rights For Parents and Students

Children's Defense Fund
1520 New Hampshire Avenue, N.W.
Washington, D.C. 20036
October, 1975. 11 pages

Frequent questions related to school records are answered on the following topics: Federal Law, Seeing the Records, Correcting the Records, Controlling Access to the Records, and Enforcing Your Rights.

7. BIBLIOGRAPHY ON PROGRAM OPERATION

A-GENERAL

New Mexico Special Education Recommendations for Instructional Materials, Equipment and Facilities - Volumes I, II, III and IV

New Mexico State Department of Education, Division of Special Education
Southwest Area Learning Resource Center
Las Cruces, New Mexico
1976

These documents create a resource for public school administrators, teachers, therapists and support personnel concerned with special education. They are to be used as tools to assist in reviewing the instructional materials, equipment and facilities need of current programs and to assist in initiating new programs for handicapped children. They are resource guides offering suggestions for equipping such programs. Three factors are stressed: (1) the necessity of inservice workshops to assure efficient use of equipment and materials; (2) the importance of teacher-designed modification and innovations for meeting special needs; and (3) the need for utilizing the family to maximize the child's opportunity for educational growth.

B-FACILITIES

Architectural and Transportation Barriers Compliance Board (A&TBCB)

Federal Register, Vol. 41, #295
Monday, December 20, 1976

The A&TBCB was established under Section 502 of the Rehabilitation Act of 1973. The A&TBCB is sanctioned to hold hearings and issues orders it deems necessary to ensure compliance with the standards of buildings and facilities issued under the Architectual Barriers Act of 1968.

Barrier-Free Architecture: Yesterday's Special Design Becomes Tomorrow's Standard, Including a Checklist of Accessibility Design Factors
American Institute of Architects Journal, March, 1975
President's Committee on Employment of the Handicapped
Washington, D.C. 20210
No Cost

Beyond Disability: A Broader Definition of Architectural Barriers
Michelle Morgan
AIA Journal, May, 1976
President's Committee on Employment of the Handicapped
Washington, D.C. 20210
No Cost

Designing Schools & Schooling for the Handicapped
Jack W. Birch, Ph.D. & Kenneth Johnstone, F.A.I.A.
Charles C. Thomas, Publisher
Bannerstone House
301-307 East Lawrence Avenue
Springfield, Illinois
1975. 229 pages. $14.50
Discusses mainstreaming, the relationship of special education to education as a whole, the influence of space on learning, considerations in facility design, and the architectural response to building function.

Making Buildings and Facilities Accessible to and Usable by the Handicapped
Research Office
Syracuse University School of Architecture
118 Clarendon Street
Syracuse, New York 13210
$2.75

National Center for a Barrier Free Environment
8401 Connecticut Avenue
Washington, D.C. 20015 Phone 703/620-2731

Places & Spaces: Facility Planning for Handicapped Children
Barbara Aiello, Ed.
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Publication # 137
1976. 56 pages. $3.50
How educators and architects can work toward solutions of architectural problems as special facilities are planned and assigned for exceptional children.

Resource Guide to Literature on Barrier-Free Environments

Architectural and Transportation Barriers Compliance Board
Washington, D.C. 20201
223 pages

An annotated listing of resources on barrier-free environment.

C. EDUCATIONAL PROGRAMMING

Coming Back...Or Never Leaving: Instructional Programming for Handicapped Students in the Mainstream

Anne Langstaff Pasanella & Cara B. Volkmor
California Regional Resource Center
Available from: Charles Merrill, 1300 Alum Creek Road, Columbus, Ohio 43209 614/258-8441
1977

Intended to provide trainers of pre-service and in-service educators with a carefully sequenced structure for designing and delivering training experiences. While the focus is on the mildly handicapped, the title conveys the belief that the touchstone for effective educational programming for the handicapped is no longer the degree to which it is "special," but rather it is the extent of its continuity with general education. Included are a Trainer's Guide, a text, and five filmstrips/cassettes.

Configurations of Change: The Integration of Mildly Handicapped Children into the Regular Classroom

N. Kreinberg & S.H.L. Chow (Eds.)
Adapt Press
Sioux Falls, South Dakota
1973. $11.95

This book focuses on the problems of change within the whole mainstreaming movement. The issues examined fall into four broad areas: legal constraints, teacher preparation, instructional arrangements, accountability procedures.

Establishing Services for the Severely Handicapped in Public Schools

Southwest Regional Resource Center
Salt Lake City, Utah
1976
ERIC #ED 129 034 MF $.83 HC $15.39 plus postage, 283 pages
Order from EDRS, Box 190, Arlington, Virginia 22210

Provided as a manual compiled by the Southwest Regional Resource Center identifying and articulating the process steps required to establish services for severely handicapped children in a public school setting. Offered are seven planning elements (population baseline, appraisal resources, schools and physical facility resources, transportation, financial resources, staff resources, and community service resources); nine implementation elements (utilization and application of appraisal, student placement match, structure of instruction, staff utilization and implementation, instructional program methodology, program

curricula, adaptation of facilities and equipment, parents, and evaluation); and three augmentation elements (distention, extension, and expansion). Each element is presented through the following format: the element is defined and delimited, the rationale for inclusion is stated, the component points are identified, the outcomes of the activities of the element are specified, a task analysis (the major portion of the element) is outlined, an inventory is provided in order to assess needs, and a bibliography of pertinent documents included. Most elements also include supplementary material such as definitions of terms, forms, charts, case studies, and formats for workshops.

Exceptional Children in Regular Classroom

Maynard C. Reynolds & Malcom D. Davis (Eds.)
University of Minnesota
Department of Audio-Visual Extension
1971. 125 pages. $1.25

Essays are concerned with stimulating strategies for improving regular educational services to handicapped children.

Instructional Alternatives for Exceptional Children

Evelyn N. Deno (Ed.)
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
1972. $3.85

This monograph focuses on how the interface between regular and special education can be improved. The book is divided into four sections: 1) Programs to Train New Kinds of Instructional Management Mediators, II) Resource Teacher Programs, III) Training Programs Accompanying Structural Change Efforts, and IV) Commentaries. The papers in this collection were prepared by persons who have pioneered the development of successful training models for mainstreaming. These models include: the "statistician;" "diagnostic-prescriptive teacher;" "learning problems approach;" the Houston Plan and Madison School Plan. This book is a valuable resource to those administrators and trainers who are involved in the design of new educational delivery strategies and support services.

Mainstream Special Education: Issues and Perspectives in Urban Centers

Philip H. Mann (Ed.)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
$3.50

Proceedings of the University of Miami Conference on Special Education in the Great Cities. Section I includes statements on issues in special education including right to education, labeling, training needs. Section II focuses on descriptions of State and LEA mainstreaming programs. Section III includes descriptions of University programs in teacher training.

Mainstreaming, A Practical Guide

James L. Paul, Ann P. Turnbull, William M. Cruickshank
Syracuse University Press
Syracuse, New York 13210
1977. 147 pages. $9.95

Individualized instruction; planning for mainstreaming; pre-service, in-service, and continuing education; implementation; 100-question inventory of the level of teacher knowledge and skills for teaching exceptional children.

Mainstreaming: Educable Mentally Retarded Children in Regular Classes

J. W. Birch
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22019
$2.50

Mainstreaming programs for EMR students, conducted in six school districts: Tacoma, Washington; Plano and Richardson, Texas; Tucson, Arizona; Louisville, Kentucky; Charleston, are described in this monograph. The book serves as an implementation guide since how and why each program works is clearly discussed.

Mainstreaming: Helping Teachers Meet the Challenge

National Advisory Committee on Education Profession's Development
1111-20th Street, N.W., Room 308
Washington, D.C. 20036
Summer, 1976. 33 pages

Table of Contents: Introduction; Mainstreaming; Definition and Practice; Impact of Mainstreaming on Teachers' Roles; Preparation of Teachers; Present Status; Local, State and Federal Response; Discussion and Assessment; and Recommendations.

Making It Work, Practical Ideas for Integrating Exceptional Children Into Regular Classrooms

Barbara Aiello (Ed.)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Publication # 120
1975. 112 pages. $5.50

Specific mainstream models for pre-school, elementary and secondary schools; how-to's for setting up mainstreaming programs, including resource rooms, resource teachers, managing materials, money. Contains a description of twenty criterion-referenced tests.

Models for Mainstreaming

Keith Berry (Ed.)
Adapt Press, Inc.
808 West Avenue North
Sioux Falls, South Dakota 57104
1972. $4.95

Background information on mainstreaming. Basic position is that general education must take initiative and leadership role in mainstreaming. Organizational changes suggested for regular teachers are: task analysis, slip sessions, team teaching, multi-age group, learning centers, aides, and peer teaching. Appendix describes five models for mainstreaming.

A Planning Guide for the Development and Implementation of Full Services for All Handicapped Children

NASDSE, Suite 610E
1201-16th Street, N.W.
Washington, D.C. 20036
$2.50

The Planning Guide has been developed to help personnel in local education agencies review their existing special education programs and plan for the development of additional services leading to a comprehensive program of full services for all handicapped children. The guide consists of three major components: I. A full services model program, II. Statements reflecting the responsibilities for special education, and III. Forms for assessing current programs and developing new program elements.

Programming for Handicapped Students at the Secondary Level: Responding to Public Laws: Administrator's Manual

The Southwest Regional Resource Center
Salt Lake City, Utah
1977
ERIC #ED 146 747 MF $.83 HC $3.50 plus postage, 75 pages
Order from EDRS, Box 190, Arlington, Virginia 22210

This document is a product of the national topical conference on programming for secondary students cosponsored by the SRRC and CORRC. Administrative functions are identified in four major areas--The Operational World (developing the administrative structure for secondary programs); The Student World (the individual's profile--what it should contain; The Training World (a continuum of programs and materials and equipment considerations); The Work World (placing the handicapped secondary student into an appropriate job). The applicable Rules and Regulations are cited for PL 94-142 and for Section 504 of PL 93-112; PL 94-482 is also cited for the Vocational Education Amendments. Blank columns permit entry of state laws, rules and regulations, and identification of local resources.

The Right to Choose: Achieving Residential Alternatives in the Community

National Association for Retarded Citizens
P. O. Box 6109
2709 Avenue E East
Arlington, Texas 76011
October, 1973. $1.25 83 pages

The handbook gives guidelines for the development, operation, and evaluation of a community based system of residential facilities for mentally retarded persons. Directions are given which explain the step-by-step procedures for planning in any community.

Strategies and Techniques for Mainstreaming - A Resource Room Handbook

Michael Lotte
Monroe County Intermediate School District
1101 S. Raisinville Road
Monroe, Michigan 48161
260 pages. $12.50 (Make check or money order payable to Monroe County Intermediate School District)

A practical down-to-earth suggestion handbook for running an effective mainstreaming program. The "how to" chapters include numerous formats and worksheets in looseleaf format for easy duplication, all of which have been field tested by Resource Room teachers.

8. BIBLIOGRAPHY ON INSERVICE

Designing Technical Assistance for I.E.P. Development

Mid-South Regional Resource Center
University of Kentucky
131 Porter Building
Lexington, Virginia 40506

This packet includes activities to be used in training people on various aspects of the I.E.P. process which include: awareness of eleven procedural steps involved in the development of the I.E.P., designing technical assistance procedures which include services an RRC would provide, and estimating dollar and time costs for the delivery of each service. The activities are written in a manner that is easy to understand and implement.

Guide for Trainers: A Resource for Workshops on Developing Individual Education Programs

National Association of State Directors of Special Education (NASDSF)
1201 - 16th Street, N.W., Suite 610E
Washington, D.C. 20036 - Phone 202/833-4218
1977, 152 pages, $3.00

This material is to provide state and local education agency personnel with a tested, workable training process and materials to be used in the training process of placement committees for decision making in the development of individualized education programs under PL 94-142.

IEP Workshop Packet

Illinois Regional Resource Center
3202 N. Wisconsin Avenue
Peoria, Illinois 61603
June, 1977, 19 pages

The packet includes a videotape (which may be copied or extra copies ordered at $22.00 each), a packet on how to use the videotapes, IEP forms, written programs, videotape script, questions and answers, and evaluation. The packet was designed to help train teachers, diagnosticians and administrators who will write IEPs.

Individualized Education Plans (I.E.P.s), A Trainer's Guide

California Regional Resource Center
600 South Commonwealth Avenue, Suite 1304
Los Angeles, California 90005
1977

The workshop not only focuses on developing I.E.P.s to comply with P.L. 94-142, but more closely with I.E.P. Implementation Strategies. The goals of this workshop are to provide general information on the overall process of instructional programming; to provide an opportunity for participants to apply I.E.P. skills in the development of an I.E.P. for an identified student; and to supply information and materials for a team to use in training others to develop I.E.P.s. Material used for training is included in this workshop as well as training options or ways to use the content of the training package.

Informal Diagnosis and Prescriptive Programming: A Workshop

Midwest Regional Resource Center
Drake University
Des Moines, Iowa 50311
ERIC #ED 132 751 MF $.83 HC $19.41 plus postage, 363 pages
Order from EDRS, Box 190, Arlington, Virginia 22210

This is the first of a series of three in-service training packets. Training modules are outlined for: Defining the Problem and Identifying What Will Meet the Student's Need, Task Analysis, Error Pattern Analysis, Systematic Inquiry, Discovering What the Child Can and Can't Do and Setting Priorities, Behavioral Objectives, Learning Methods, Task Analysis of Materials, Matching Learning Characteristics, and Designing Materials. Each module contains three sections: Facilitator notes, Activity notes, and Activity sheets.

Informal Diagnosis and Prescriptive Programming: A Follow-Up Workshop

Midwest Regional Resource Center
Drake University
Des Moines, Iowa 50311
ERIC #ED 136 514 MF $.83 HC $15.39 plus postage, 300 pages
Order from EDRS, Box 190, Arlington, Virginia 22210

This document is the second in a series of three workshops. It was designed to review the materials presented in the first workshop in the series, Informal Diagnosis and Prescriptive Programming: A Workshop. It also presents some new and expanded material.

Informal Diagnosis and Prescriptive Programming: In-Service Training Modules for Personnel Who Teach Severely, Multiply Handicapped

Midwest Regional Resource Center
Drake University
Des Moines, Iowa 50311
ERIC #ED 136 515 MF $.83 HC $8.69, plus postage, 163 pages
Order from EDRS, Box 190, Arlington, Virginia 22210

Contains in-service modules on: Defining the Problem, Task Analysis, Systematic Inquiry, Behavioral Objectives, Task Analysis of Materials, and Designing Materials. These modules were intended for use with personnel working with the severely, multiply handicapped and to teach informal diagnostic techniques and skills necessary to complete some phases of prescriptive programming. These materials should be used in conjunction with training in other diagnostic and prescriptive programming skills.

Information for Inservice Training Development: A Collection from Field Efforts of the RMRRC (Rocky Mountain Regional Resource Center)

The Southwest Regional Resource Center
Salt Lake City, Utah
1976
ERIC #ED 138 025 MF $.83 HC $19.41, plus postage, 374 pages
Order from EDRS, Box 190, Arlington, Virginia 22210

Intended for trainers developing inservice workshops for regular classroom teachers and/or generalists, the manual contains information that evolved from field experiences and training efforts of special educators associated with the Rocky Mountain Regional Resource Center's (RMRRC) program to explore ways to support teachers serving handicapped children in the least restrictive environment possible. Information is divided into five major sections: identification, diagnosis, prescription, programming and evaluation. Each section contains an introduction and overview, a narrative, and a summary. Topics covered include the following: observation of behavior, screening instruments, profiling, methods in diagnosis, total assessment, task analysis, diagnostic teaching, organization of diagnostic data, writing a prescription, scope and sequence, instructional materials and programs, instructional methods and techniques, evaluative tools, and behavior measurement. Appended materials include a glossary of items for systematic observation of behavior, categorical descriptions of handicaps, a review of formal screening instruments and diagnostic tests, descriptions of instructional materials and techniques, a list of publishers of instructional materials, an overview of the original training program, a report on the RMRRC Stratistician Project, and a paper titled "Reading the Environment to Gain Acceptance."

Special Education Administration Task Simulation Game (S.E.A.T.S.)
Instructor's Manual/Student Booklet

Daniel D. Sage
Division of Special Education
Syracuse University
Box 8, University Station
Syracuse, New York 13210
revised 1977

These booklets provide a number of simulations that would be useful in training groups to work as teams in developing an I.E.P. The simulations include detailed descriptions of various roles the participants can take as members of the team making educational decisions in regard to a handicapped student.

Training Activities for Preparing Personnel to Design and Implement Workshops

Midwest Regional Resource Center
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
ERIC #ED 136 513 MF $.83 HC $18.07 plus postage, 348 pages
Order from EDRS, Box 190, Arlington, Virginia 22210

This workshop presents a series of modules that teach potential in-service facilitators the skills they need to organize and implement effective workshops. In the first part, the participants learn to use diagnostic skills to determine why the group is not functioning well and remedial techniques to implement to ameliorate these problems; and in the second part of the workshop participants learn about skills needed to organize and implement workshops.

Writing a Personnel Development Plan: Guidelines and Resources

Jerry Caster and the Midwest Regional Resource Center
50 pages

The intent of this document is to aid both SEA and LEA individuals to develop a "Comprehensive System of Personnel Development" (CSPD). It will (1) serve as a guide to professionals directing the planning of a CSPD, (2) orient persons responsible for completing the required planning tasks, and (3) orient other professionals and agencies involved in the planning process to the characteristics of a CSPD plan, as outlined in PL 94-142. The Midwest Regional Resource Center no longer distributes this document, but copies of it have been sent to each state department of education's special education department.

9. BIBLIOGRAPHY ON PUBLIC RELATIONS

Opening Closed Doors

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia 22091
1977. $7.50

Examines deinstitutionalization and how it can be facilitated through advocacy and positive public relations. It reviews each state's commitment to the normalization process. An extensive bibliography is included.

10. BIBLIOGRAPHY ON PROGRAM EVALUATION

Data-Based Program Modification: A Manual

Stanley L. Deno & Phyllis K. Mirkin
University of Minnesota
Leadership Training Institute/Special Education
Order from: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
1977. 263 pages

This presentation of Data-Based Program Modification (DBPM) has seven parts. Part I contains three chapters of introductory material: (a) the rationale for the use of DBPM to develop programs, (b) the contextual framework for DBPM, and (c) the measurement procedures that are basic to DBPM. Part II covers the specific sequence of activities in the initial assessment phase; Part III continues the sequence of activities during program planning; Part IV, V, & VI cover, in succession, the program implementation, program adjustment, and program certification activities; Part VII concentrates on consultation and training, activities in which the Special Education Resource Teacher assumes an indirect service role.

Developing the Compliance Monitoring System in Special Education: A Process Manual for State and Local Education Agencies

National Association of State Directors of Special Education
1201 - 16th Street, N.W.
Washington, D.C. 20036 Phone 202/833-4193
1977. $5.00

The purpose of this manual is to provide a guide for developing a monitoring system for education agencies delivering services to exceptional children. This manual is directed primarily toward special education personnel in state education agencies (SEAs) and specifically toward those personnel responsible for developing monitoring systems which are responsive to standards reflecting the requirements of administrative agencies and of good practice. Three types of information are included: introductory and overview material, process guidelines, and examples and suggestions.

Monitoring the Right to Education

National Association for Retarded Citizens
Research and Demonstration Institute
2709 Avenue "E" East, P.O. Box 6109
Arlington, Texas 76011
$.50

A manual to help citizens evaluate public school services for mentally retarded students. Includes basic reference list.

A Process Model and a Field Test for Evaluating the Effectiveness of Resource Programs

The Southwest Regional Resource Center
Salt Lake City, Utah
1977
ERIC #ED 141 997 MF $.83 HC $3.50 plus postage, 62 pages
Order from EDRS, Box 190, Arlington, Virginia 22210

A model for evaluating the progress of handicapped children in resource settings is proposed, and results of field testing the model in elementary and junior high school resource rooms are presented. It is explained that the evaluation model was designed to meet the requirements of P.L. 94-142, The Education for All Handicapped Children Act of 1975. Among the model steps reviewed are selection of the evaluation team, record review, analyses of data and development of a written report. A timeline for comprehensive evaluation is given. Field testing is said to have included interviews at rural and suburban schools, and results from a review of records are summarized according to legislative requirements for referral, releases, team meetings, screening and diagnosis, programming strategies, and validation of progress.

11. BIBLIOGRAPHY ON FUNDING

An Administrator's Handbook of Special Education, A Guide to Better Education for the Handicapped

Marvin A. Wirts, Ed. D.
Charles C. Thomas, Publisher
Bannerstone House
301-307 East Lawrence Avenue
Springfield, Illinois
1977. 173 pages. $14.75

Developing and financing public support of special education programs, placement, transportation, staff selection, program trends, physical facilities, specific suggestions for mainstreaming.

Handicapped Funding Directory

1978-79 edition
Research Grant Guides
P. O. Box 357
Oceanside, New York 11572
176 pages. $14.50

A resource directory of information for planners and fund seekers for the handicapped. It lists over 350 foundations, government agencies and associations which grant funds to institutions and agencies for handicapped programs and services. In addition, information is included on: Tips on Proposal Writing, including Evaluation; Names and Addresses of State Agency Directories; Q & A regarding current handicap law; and a bibliography of grant funding publications. Information is listed by eight areas of service (MR, ED, etc.).

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U. S. Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped